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ABSTRACT

Guidelines to aid in formulating a workable career guidance program at the local level are provided in a handbook for Massachusetts counselors and educators. An overview of the handbook and a position paper of the State Board of Education are presented in chapter 1. The next five chapters discuss (1) program planning and development; (2) school and community resources; (3) laws, regulations, and policies; (4) career guidance techniques; and (5) work exploration and placement. Chapter 2 contains an outline for planning and developing a career guidance program: the planning process (an overview), needs assessment, setting objectives, evaluation, and follow-up. Chapter 3 provides methods and programs for organizing and using school and community resources, including developing a resource directory, career guidance resources, career resource centers, and communicating with the public. Chapter 4 deals with federal and state laws and regulations related to youth employment and to equal educational opportunity and affirmative action. Three areas of career guidance techniques are addressed in chapter 5: group activities, assessment instruments, and computer uses. Chapter 6 provides information to help students test out and acquire actual job experiences and prepare for placement. Topics include labor market overview, work experience, apprenticeship, and job and postsecondary school placement. (YLB)

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MASSACHUSETTS CAREER GUIDANCE HANDBOOK

DEVELOPING
DECIDING
DISCOVERY

Developed by
The Institute for Governmental Services
University of Massachusetts

for
The State Department of Education
Division of Occupational Education

April, 1979

CE 023 091

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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3. To design, carry out, and redefine University-based service-oriented programs for State and local government personnel;
4. To assist the schools, departments, colleges and campuses within the University in collaborating with the Institute and with each other in developing service-oriented programs;
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April 17, 1979

Dear Educator:

Recently, the Massachusetts State Board of Education approved a position paper entitled, "Guidance and Counseling Services in Massachusetts." In this position paper the Board of Education stated its position on the importance of guidance and counseling services for all Massachusetts students and the significance of these services in the overall educational program. With this thought in mind, this publication has been developed and is being distributed.

A program of guidance and counseling services is an essential component in any sound educational program. While it is recognized that guidance responsibilities are shared by the home, school, and community, the school has a major responsibility for providing adequate services for all its students.

I would advocate and encourage counselors to share the information contained in this manual along with their ideas and creativity with each other. The amount of assistance, interest, and support that counselors could generate within the profession could and should be considerable. In providing information to counselors which will help to broaden their skills and enhance their expertise, we hope to establish the counselor as an architect of change. I look forward to combining our efforts and resources in a close working relationship to provide maximum growth and opportunities for the population and communities that we serve.

David F. Cronin
Associate Commissioner
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April 10, 1979

The publication of the Massachusetts Career Guidance Handbook is the culmination of extensive efforts by the State Department of Education, the Institute for Governmental Services at the University of Massachusetts at Amherst, and a Statewide Advisory Committee of concerned professionals.

The Massachusetts School Counselors Association is proud to be a part of this effort. Career Guidance is a critical component of the total Career Education process, and this document will serve to give counselors a valuable resource to use to better meet the needs of young people throughout the state.

Sincerely,

Peter J. Burke, Jr.
President, M.S.C.A.
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April 4, 1979

Dr. Thomas W. McClain
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Middlesex House
Amherst MA 01003

Dear Dr. McClain:

As you are well aware, the area of Career Guidance is an extremely high priority area for counselors in school systems throughout the United States. This comprehensive handbook will be an important tool for counselors in the implementation of Career Guidance Programs. I am certain that counselors throughout the Commonwealth can utilize your publication most effectively in that regard.

As the President of the Massachusetts Personnel and Guidance Association, let me take this opportunity to commend you and your committee for the excellent job you have done on the production of this handbook. Counselors throughout the state will be most appreciative of the efforts of your committee.

Congratulations on a job well done.

Sincerely,

Robert H. Consolmagno

Robert H. Consolmagno
President
MPGA

rhc:ma

a branch of the american personnel and guidance association

ACKNOWLEDGEMENTS

A document of this size and scope is a major undertaking and its completion is a testament to the many individuals who gave their time and energy to advise, review and even draft sections of the handbook. Foremost we should acknowledge the Advisory Committee which met numerous times over the year to advise the staff on every aspect of the handbook contents. Their names are listed below:

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Several individuals should be recognized for their particular help with certain sections. These persons are Anthony Amico, Computer Uses; Thomas Harrington, Ronald Fredrickson and Raymond Rose, Career Development Instruments; Carolyn Schoenocker and Iris Danforth, Group Activities; Edward Feder and Shelly Brown, Job Placement; Maxine Minkoff, Kathy Atkinson and Sandra Moody, Equal Educational Opportunity and Affirmative Action; and Linda Pfeisten and Arthur Doyle of College Board, Financial Aid and Assessment Instruments. We would also like to acknowledge the contribution of Stan Hunt of the Springfield Newspapers who did the handbook illustrations.

Finally there are project staff who have worked tirelessly in seeing this project through. Candace Bancroft who as research assistant drafted and researched many of the sections and topics; Dimitri Gat who served as editorial

associate and production coordinator, and finally, Barbara Llamas, who has so willingly typed numerous drafts and the final copy of the handbook. To these people, the Advisory Committee, and others who aided in the development of this publication, we are sincerely grateful.

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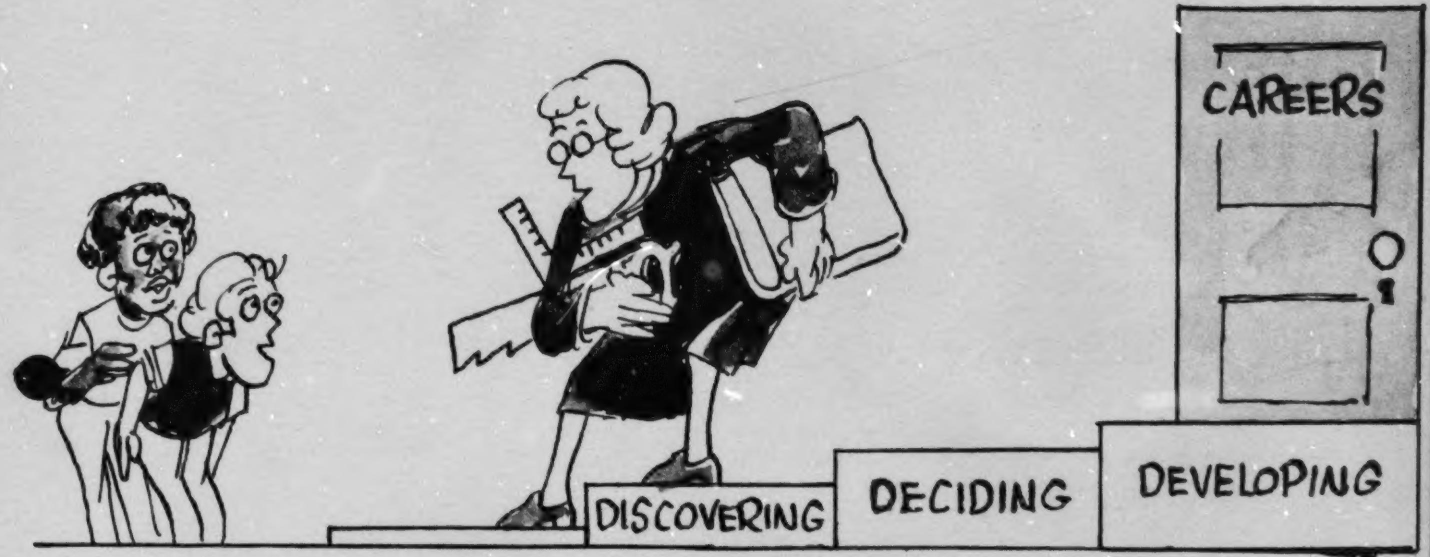
CHAPTER 1
AN OVERVIEW OF THE HANDBOOK



INTRODUCTION

Guidance and counseling services are necessary to enable students to direct their education toward personal and career goals, to help them grow and mature so that they can best utilize their educational opportunities, and to assist them in coping with stressful situations which otherwise would interfere with their education. Over the past few decades the structures and values of society have undergone substantial changes. The world of work in particular has undergone dramatic changes, both structurally and occupationally, especially as industrial and business structures have become highly complex, and occupational specialization has increased. Meanwhile, urbanization, mobility of population, and the emergence of a variety of groups and movements asking for recognition have brought extensive psychological, sociological and economic changes to society as a whole.

The future promises a continuation of these themes which bear heavily on the personal and career development needs of individuals in the Commonwealth. A closer look at future factors affecting career development presents the following:

1. Growing complexity in the occupational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.
2. Rapid technological change demanding human adaptability and responsiveness and the need for specialized training for entry level jobs.
3. Increasing national concern for the need to develop all human talent regardless of sex, age, religion, ethnic origin or handicap.
4. Economic inflation requiring many individuals to re-enter the labor force (e.g., prior homemakers, retirees, etc.).
5. Disenchantment expressed by young people who have difficulty relating their education to their lives.
6. The mid-career trend toward career reassessment and job change.

Each of these social factors impinges on the individual in ways that affect how he or she will achieve economic self-sufficiency and individual fulfillment. Together they underscore the increased need for counseling and guidance services.

THE ROLE OF GUIDANCE AND COUNSELING

In 1971 the State Board of Education established ten "Educational Goals for Massachusetts"[1] which the Board hoped would be achieved by each student in the Commonwealth. Furthermore, the Board has underscored that effective counseling and guidance services are critical in assisting each student to attain these goals since inadequacies in these services could diminish the usefulness of the major efforts invested in other educational areas.[2]

In order to provide for the educational, social and emotional needs of students, each local school system should be responsible for providing a range of guidance and counseling services to all students from elementary through high school. The range of these services include:

---

[1] See Appendix A: *Educational Goals for Massachusetts.*

[2] See *A Position Paper: Guidance and Counseling Services in Massachusetts Public Schools,* p. 6.

Personal Counseling

- developing a trustful relationship with students in order to assist them in personal problem-solving as well as with their social and educational adjustments to school.

Educational and Career Counseling

- helping students to identify their own skills, competencies, values and preferences.
- assisting in the formulation and pursuit of career goals.
- involving parents, community and modern information systems to aid in the career decision-making of students.

Consultation

- providing information, counsel and support to others (parents, teachers and administrators) to enable them to better perform their primary roles.

Appraisal

- examining with students indicators of abilities, achievements, and interests in order to develop a positive yet realistic perception of themselves.
- monitoring testing to insure its proper usage, interpretation and communication to appropriate persons.

Referral

- providing students with access to a wide variety of services not normally found in the classroom or school counseling setting.

These guidance and counseling services should be provided by the school as a whole and not left to the counselor alone. The school guidance counselor should also serve as coordinator for the school community--administrators, teachers, parents, students and community residents--to implement and oversee the total guidance and counseling program. Through a comprehensive guidance and counseling effort students will be afforded the greatest possible opportunity to develop their educational, social and emotional potentials.

THE CAREER GUIDANCE MISSION

Career or vocational guidance is necessarily an integral part of the larger guidance and counseling role within a school. As stated previously, educational and career counseling is considered one of the five major functions of the school counseling service which help students identify their own skills, competencies, values and preferences. This is accomplished through a process of helping students to expand their own self-awareness, establishing a base of information about career alternatives, gleaning knowledge of educational programs and their relationship to future career possibilities, and formulating tentative career plans through reality-testing experiences and decision-making.

The antecedents of career guidance began in the early 1900's. Frank Parsons of Boston is credited with formulating the first modern process of vocational guidance. In his book, Choosing a Vocation, he stated his premise that a wise vocational choice encompassed (1) a clear understanding of oneself (aptitudes, interests, etc.); (2) a knowledge of different lines of work (requirements, opportunities, conditions, etc.); and (3) true reasoning concerning these two sets of data. The anticipated result of Parson's approach was that an individual would choose the most suitable occupation for him or herself.

Since Parson's approach there have been a number of studies and propositions regarding career choice and development. A few of these include the *developmental approaches* of Ginzberg, 1951, 1972; Super, 1953; Blau, et al., 1956; and Tiedeman, 1963; the *psychoanalytic approach* of Bordin, Nachman and Segal, 1963; the *personality approach* of Holland, 1973; and the *needs approach* of Roe, 1957. These approaches and others have provided a number of answers relative to a broad career development theory or process which have been summarized as follows:[1]

1. The classical trait-factor approach of matching individuals to occupations at a point in time has given way to a broader, more comprehensive view of the individual and his/her development over the life span.

2. Career choice is a continuous, developmental process, a sequence of choices which form a career pattern that lasts a lifetime.

3. Career decisions involve many psychological implications (values and life style) and not just external job conditions such as working conditions, salary, etc.

4. Career development involves a synthesis or compromise whereby one tests out one's self-concept against reality.

5. Career guidance is not an isolated school activity but must be treated as an educational goal incorporating diverse curricula and personnel.

SCOPE AND PHILOSOPHY OF THIS HANDBOOK

It is the intention of this handbook to build upon the earlier career guidance efforts in the Commonwealth by compiling a set of guidelines which will aid in formulating a workable career guidance program to be implemented at the local school district level. While there may be preferred methods of guidance, there is no best way. The local school district must develop programs based upon proven theory and practice, yet tailored to its unique student body and locale.

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[1] Norman Gysbers, Harry Drier, Jr., and Earl Moore, *Career Guidance-Practice and Perspectives,* (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), pp. 6, 36-37.

It is therefore the purpose of this handbook to put current, useful and effective information into the hands of career guidance counselors and educators in Massachusetts. It is hoped that the contents of this volume will stimulate improvement in the quality and evaluation of school guidance programs, as well as serve as a stimulus for implementing new ideas. It should be noted that many of the topics covered in this handbook are applicable to the broad field of counseling and guidance as well as to career guidance. Because of these commonalities it seemed worthwhile to include those subjects which appeared applicable to both. However, it should never be assumed that career guidance constitutes the entirety of all counseling and guidance functions.

The theme for the handbook is that career guidance, as well as all learning, moves through the process of exploration, understanding and action. For our purposes, we are calling this discovering (self and world of work), deciding (on educational and career options) and developing (objectives in a chosen career path). Responsibility for this process is shared by the home, the school, and the community, which represent the environment through which discovering, deciding and developing take place.

To make this handbook as functional as possible, as well as to tie together our theme, we have arranged the chapters in a manner which encourages input, goal setting, resource identification, implementation of programs for in-school and out-of-school, and evaluation and follow-up to assess program effectiveness.

Obviously no one document can meet every career guidance counselor's needs. It is hoped, however, that the openness of the format invites the addition of other activities and materials to the handbook as they are developed. To the degree that the handbook is used by counselors, teachers and parents to help students discover, decide and develop themselves in their careers, it will be judged useful to the State and to the counseling and guidance profession.

A POSITION PAPER: GUIDANCE AND COUNSELING SERVICES IN MASSACHUSETTS PUBLIC SCHOOLS

> *"Recommendation 1: The Counseling System*
>
> *In a satisfactory school system the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools...(and) between the counseling in the elementary school and the high school... . There should be one full time counselor for every two hundred fifty to three hundred pupils in the high school. The counselors should have had experience as teachers but should be devoting virtually full time to the counseling work; they should be familiar with the use of tests and measurements of the aptitudes and achievement of pupils. The function of the counselor is not to supplant the parents but to supplement parental advice to a youngster. In this end, the counselor should be in close touch with the parent as well as the pupil... ."*
>
> *The American High School Today*
> *James Bryant Conant, 1959*

The first recommendation in the late James Bryant Conant's landmark report on the American High School was for a strong counseling system. His recommendation is as valid in 1978 as it was in 1959.

The Board of Education wishes to state its position on the importance of guidance and counseling services for all Massachusetts students and the significance of these services in the overall educational program from elementary school through high school. The Board is concerned that inadequacies in guidance and counseling services persist in the Commonwealth and, in some instances, are worsening due to financial constraints.

It is precisely because of such constraints that the Board feels it is important to express its view that guidance and counseling services need to be given higher priority in Massachusetts. Public education in the Commonwealth is based on the individual, and is aimed at educational fulfillment of individual potential. Guidance and counseling services are essential to achieve this goal in a system of minimal public education. The strength of such services is a keystone if we are to realize the full value of our total investment in public elementary and secondary education.

GOALS AND OBJECTIVES FOR GUIDANCE AND COUNSELING SERVICES

In 1971, the Board of Education adopted ten Educational Goals for Massachusetts (Appendix A). These goals define what individual learners should achieve from public school education. For this to be possible requires:

---

* Adopted by the Commonwealth of Massachusetts, State Board of Education, 1978.

1. That guidance and counseling services help students develop the ability to make carefully considered decisions and to increase their decision-making capacity on personal, social, career and educational matters.

2. That guidance and counseling services support parents in developing the understanding and skills necessary to help their children with educational and career choices.

3. That guidance and counseling services assist students and parents to widen the range of choices that they perceive they have about career and educational alternatives.

4. That guidance and counseling services assist students to strengthen their self-perception and understanding, and to knowledgeably seek services they may need.

5. That guidance and counseling services help students, parents, teachers and administrators to deal with problems within the classroom and surrounding school environment that may impair a student's ability to take advantage of the school's educational opportunities or restrict a student's range of career choices.

For guidance and counseling services to be effective, it is the Board of Education's position that they should have the following qualities:

1. Guidance and counseling services should be directed and coordinated by a certified counselor accountable to the school principal. These services, however, should not be limited to counselors but should include the skills of parents, administrators, teachers, pupil personnel specialists*, other school personnel, community resource persons and -- where appropriate -- other students.

2. Guidance and counseling services should be provided to all students and should be available at the elementary as well as secondary levels.

3. Guidance and counseling services should carefully involve parents throughout the public school years. Such services should supplement and support parental guidance and counseling, not supplant it.

4. Guidance and counseling services should organize and draw your community resources, especially in career counseling. Business, industry, labor and agency personnel are invaluable resources in aiding students and parents in shaping educational and career choices.

---

* Including but not limited to school social workers, school adjustment counselors, school psychologists.

5. Guidance and counseling services should lead in the elimination of sex stereotyping, racial bias, and labeling within the school environment which create barriers to individual fulfillment and equity. Students should be helped to recognize such barriers that may confront them beyond the school and to develop skills to overcome these barriers.

6. Guidance and counseling services should aim at broadening the educational and career options available to each student. The use of testing should be carefully planned so that results are properly used and interpreted to assist students and parents in decision-making, along with other information which also should be considered in such decision-making.

7. Guidance and counseling services should provide students and parents with accurate and up-to-date information necessary for educational and career decisions. This information should be organized, readily accessible, understandable, and regularly reviewed to assure that it is current. While technology should be used for conveying information efficiently, it should not be a substitute for personalized guidance and counseling.

8. Guidance and counseling services should include assistance with initial job placement of students not going on to post-secondary education. Job placement should receive as high a priority as college placement traditionally has received in guidance and counseling services.

THE FUNCTIONS OF GUIDANCE AND COUNSELING SERVICES

The Board considers the following five functions as the range of guidance and counseling services that should be provided by each local school district: (1) personal counseling; (2) educational and career counseling; (3) consultation; (4) appraisal and (5) referral. All five functions should be performed at the elementary level and affect students as they develop and progress through middle or junior high school to high school and beyond. The performance of a particular counseling function may vary from the elementary to the secondary level, but the function itself should be continuous throughout the school years.

Variations in the performance of the guidance and counseling functions should also exist where low income and minority populations are concerned. Issues of poverty, race, and ethnicity make the fulfillment of guidance and counseling goals both more challenging and more important because of the significance of education to the life chances of such students. In order to carry on these functions effectively, additional resources and specific skills may well be required. It is important that administrators, teachers and counselors provide role models with which all students, including minority students, can identify. The counseling staff, therefore, should reflect the racial and ethnic composition of the school's enrollment.

PERSONAL COUNSELING

The personal counseling function, which is basic to all other guidance and counseling functions, is developing relationships of trust and understanding with students as individuals in order to encourage their development of positive self-images and decision-making skills. The personal counseling function should be both an organized system for offering support to students, as well as a spontaneous, informal way for students to approach counselors for assistance with personal and general problems affecting their educational opportunities.

The personal counseling function is responsible for promoting positive relationships between students and the classroom settings in which they find themselves. The counselor should give full consideration and fair treatment to all parties -- the student, the parents, and the teacher -- while assisting the student, parents and teacher in working out solutions to classroom problems.

Personal counseling is often a backstop for a deteriorating personal problem or developing classroom difficulties. In that sense it can be seen as crisis-oriented and reactive in nature. On the other hand, personal counseling can be preventative. It can assist teachers and administrators in learning to recognize certain behavioral signs so that assistance can be given to students before problems emerge.

Personal counseling should provide information and education to students to help them anticipate the stresses of growing up, including programs for the prevention and treatment of alcohol and drug abuse. Personal counseling also should help students learn how to recognize problems at an early stage. Such a preventative approach should include specific programs directed at potential dropouts. Because this function is so personal, the confidentiality of communication between student and counselor should be reflected and protected.

EDUCATIONAL AND CAREER COUNSELING

The educational and career counseling function is to help students identify their own skills, competencies, values and preferences. In the process of educational and career counseling, students should expand their own self-awareness, establish a base of information about career alternatives, and require knowledge of educational programs and their relationship to future career possibilities.

The Board is purposely linking educational with career counseling because it sees them as going hand-in-hand. Career counseling should provide all students, both college and non-college bound, with assistance in formulating and pursuing career goals. Consideration of educational alternatives should accompany exploring career goals.

The Board wishes to stress its concern that students planning to move immediately into the job market upon completing high school be given as much counseling attention as college bound students. This attention should include assistance with job placement of students.

How educational and career counseling is approached by the counselor can, in many cases, be of paramount importance. It has been the practice in some schools, for instance, to wait until the high school years to schedule each student for a once-a-year meeting with a counselor to broach the subject of a student's future career plans. This approach is rarely helpful to the student and not an economical use of a counselor's time and skills.

Educational and career counseling should begin at the elementary level giving students an understanding of the nature of work and a basic awareness of career and life opportunities. Informing and involving parents in this process is especially important. Parents and other community residents can also be involved in this process by being invited to the classroom to talk about their occupations. Certainly educational and career counseling should be done incrementally so that it is not a new issue at the high school level. The counseling function should be key in making this happen in elementary schools, in collaboration with classroom teachers.

Group techniques can be an especially useful tool in career and educational counseling. More students can be reached at one time with basic information. Groups can be skillfully used not only to share information but to air questions and surface self-doubts. Students can help each other recognize their strengths and limitations and then move forward with greater confidence toward setting their own individual educational and career goals.

At each school level many activities should exist to widen the student's knowledge of careers and post-secondary education. Speakers from various businesses, industries and professions, including those in what have been non-traditional careers for both women and men, should be invited to schools to talk about their work with students who want to listen and discuss. Career counseling should ensure that racial or sexual stereotyping and discrimination are not practiced. Local industry-education-labor councils can be especially helpful in organizing and promoting career counseling programs.

Technology, such as computerized information systems and career resource centers, is an important back-up to the personal attention that counselors give to students who are seeking to identify the aptitudes and skills that will define their future education or work. Technology should not be seen as sufficiently explanatory or stimulating to offer adequate career and educational counseling by itself. It must always be used in conjunction with personal interactions between counselor and student.

Opportunities for students to gain work experience should be provided. Work study, cooperative education and internships should be integral parts of the career and educational counseling experience. They should be accessible not only for those with direct vocational interests or those in occupational education programs but for all students interested in gaining from such experience. Administrators should lead the way at the local school level in encouraging these opportunities to become part of each student's school experience.

CONSULTATION

The consultation function is to help others who have primary responsibilities for students -- such as parents, teachers and administrators -- to perform those primary roles better. Counselors should offer information and guidance to others, rather than try to take their place or play their role. In effect, the counselor should assist others to recognize their own skills, knowledge and authority -- be they parent, teacher, administrator, or others. The counselor should be a person who knows how to incorporate the efforts of other professionals and non-professionals in educating young people.

The consultation function includes both seeking to assist with student problems and providing to teachers and administrators information which has implications for the curriculum and instructional practices of the school. The results of good guidance and counseling services frequently can provide valuable insight into how the educational progress of a school ought to be modified.

APPRAISAL

The appraisal function is to help students realistically examine their potential abilities and achievements without impressing on them a negative opinion of themselves. Appraisal, i.e., aptitude, interest, and achievement testing, should present clear unbiased findings. It should diagnose areas of strength as well as conditions or problems. It should always provide a clear unbiased interpretation of data.

Counselors should be responsible for the screening of tests for bias and for assuring proper usage. They should see that the misuse of misinterpretation of tests does not occur. When tests are administered, counselors should be sure that a careful explanation of purpose and significance is made to students and their parents.

Counselors should be responsible for the sensitive communication of test results to students, parents, teachers and administrators authorized to have access to student records. Sensitive communication means that tests should be placed in a proper context, which means using tests in such ways that students derive an understanding of their own potential and accomplishments. No decisions, for example, should be made exclusively based upon a given test result. Decisions should be based upon assessing test results in the context of other defined qualities of a student -- such as performance in school, grades, health, personal goals, after-school activities and jobs.

As with the consultation function, the findings of appraisals may yield information of value to administrators and teachers in evaluating the curriculum and instructional practices of a school. Counselors should organize and present findings from tests which indicate strengths and weaknesses of the instructional program.

REFERRAL

The referral function should provide students with access to a wide variety of services not normally found in the classroom or school services. Referrals should be based upon knowledge of available community human service resources and of the individual needs of a student. The school district should develop and have access to a network of referral resources which can help students and their families with problems which can affect the educational opportunities of the student. These resources might include psychotherapy, family counseling, drug and alcohol treatment, psychological testing, alternative schools, residential treatment and occupational training.

In order for a referral to be made successfully, it must be done carefully. This entails the forming of a relationship with the student and his or her family. Explanation of why the referral is being made should be clear to all parties. What the student and parents should expect from the referrals should also be clarified. Trust should be built into the referral process by the counselor's understanding the process and explaining the process to the student and his or her family.

Referral is an essential part of the counselor role. Referral should not be the termination of a relationship with the student and parents. The student and family should understand that their case is not closed if they wish additional assistance. Communication between the person who initiated the referral and the counselor should continue. Follow-up is a crucial aspect of referral.

RECOMMENDATIONS FOR SCHOOL DISTRICTS

The Board of Education recognizes the fiscal constraints facing education at the local and state levels. Nevertheless, it urges that higher priority be given guidance and counseling services within those constraints because of the importance of guidance and counseling to the achievement of all educational goals. The Board of Education is limiting its specific recommendations to those which do not require additional expenditures.

* School committees are encouraged to appoint local guidance and counseling advisory committees to assess at least annually and report publicly to the school committee on the status of guidance and counseling services in the district. These advisory committees should be representative of the community at large and include parents, teachers, students, administrators and employers. This annual assessment should include the five functions of guidance and counseling contained in this position paper at both the elementary and secondary school levels.

* School committees are encouraged to appoint community career counseling resource committees to increase the utilization of community resource personnel from business, industry, labor and agencies for educational and career counseling in the schools. Such committees under a variety of titles, already exist in many school districts and have proven a valuable aid in conducting career exploratory programs, advising on the appropriateness of vocational and occupational education curriculum and equipment, and in supporting career counseling activities in collaboration with school personnel.

* Superintendents and principals are encouraged to initiate and/or expand career exploratory programs at the elementary

level and work experience/cooperative education programs at the secondary level as a means for expanding knowledge about and interest in a broad range of career options for students.

* Principals and counselors are encouraged to utilize a wider range of counseling techniques, including but not limited to group counseling and peer counseling for appropriate purposes, in order to better utilize counselor time and talents. Principals and counselors are also urged to review assignments presently given counselors to see if greater efficiency can be achieved in using available counselor resources. Particular attention should be given to the use of paraprofessional and clerical personnel for functions not requiring a certified counselor.

STRENGTHENED DEPARTMENT OF EDUCATION SUPPORT FOR GUIDANCE AND COUNSELING SERVICES

Within the limits of state and federal funding for this purpose, the Department of Education should strengthen its support for guidance and counseling in the following areas:

* Accountability

The Bureau of Student Services in the Division of Curriculum and Instruction is designated by the Board to be the center for leadership of guidance and counseling services in the Department of Education. This Bureau will be responsible for coordinating with other bureaus of the Division of Curriculum and Instruction, and with the Divisions of Occupational Education and Special Education on all programs and policies affecting guidance and counseling services.

* Policy

This Position Paper on Guidance and Counseling Services in Massachusetts Public Schools will provide guidelines for Department programs and regulations affecting guidance and counseling services.

* Dissemination

Model guidance and counseling services will be identified and disseminated in publications of the Department and in a handbook.

* In-Service Education

The Bureau of Student Services, in collaboration with regional center directors, will organize and conduct regional workshops on guidance and counseling services in cooperation with appropriate professional associations.

* Technical Assistance

Department personnel and/or consultants will be available to assist school districts implementing the Board of Education's recommendations contained in this Position Paper.

Funding

Within the limits of appropriations and fiscal regulations, state and federal discretionary funds will be used to encourage implementation of model guidance and counseling services.

Certification

The Commission on Certification of Educational Personnel is preparing recommendations for the certification of guidance counselors and other pupil personnel specialists. The Board will review these recommendations in the light of this Position Paper.

CONCLUSION

The Board of Education wishes to express its gratitude to the regional education councils, to the ad hoc advisory committee on guidance and counseling, and to all those who participated in the regional forums or who communicated with the Board and its staff regarding early drafts of this Position Paper. Your views were invaluable in shaping our thoughts and the final version of this document.

Like good teaching, good guidance and counseling can have a lifelong effect upon an individual student. It also influences in important ways the views parents have of their child's school. James Bryant Conant recognized the importance of the counseling system in American education. We have much to be proud of in Massachusetts, but we have a distance to go in achieving statewide the goal that Dr. Conant set in The American High School Today.

It is the Board of Education's hope that this Position Paper will help and encourage those who--like the Board--feel that the Conant goal is important to the educational opportunities of all the Commonwealth's children.

APPENDIX I A
EDUCATIONAL GOALS FOR MASSACHUSETTS

Physical and Emotional Well-Being

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Basic Communications Skills

Education should develop in each learner the basic skills needed for communication, perception, evaluation and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Effective Uses of Knowledge

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

Capacity and Desire for Lifelong Learning

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

Citizenship in a Democratic Society

Education should provide each learner with a knowledge and understanding of how our society functions in theory and practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Respect for the Community of Man

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

Occupational Competence

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

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* Adopted by The Commonwealth of Massachusetts, State Board of Education, 1971.

Understanding the Environment

Education should provide each learner with knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

Individual Values and Attitudes

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Creative Interests and Talents

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

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CHAPTER II

PROGRAM PLANNING AND DEVELOPMENT

INTRODUCTION

Comprehensive career guidance programs are necessary to promote the career development of youth. Such programs integrate a set of developmentally planned experiences in a number of areas such as career planning and decision-making. In addition, comprehensive programs address the career interests, expectations and aspirations of all students regardless of age, sex or grade level. The most effective programs are those which are developmental in nature and undergo continuous revision in order to meet the changing needs of students and their environment.

Designing and delivering comprehensive career guidance programs is a complex undertaking which requires careful and detailed planning. Although not easy, planning is a logical process which can be learned. Planning is a dynamic approach to problem solving. To be successful, action-oriented planning requires purpose, involvement, direction and results. Action rather than reaction allows planners to respond to present and projected student needs with greater levels of accountability for program outcomes.

ORGANIZATION OF THIS CHAPTER

This chapter is divided into five sections designed to provide a basis for planning and developing a career guidance program. Most certainly these are ideas and skills which are applicable to a wide variety of settings. In most instances illustrations are used which are applicable to the career guidance effort.

The first section, "Program Planning," gives an overview of the planning-implementation cycle by putting into perspective the six elements of assessing needs, developing objectives, assessing resources, developing strategies and programming, implementing and evaluation and follow-up. The proceeding sections elaborate more fully on the individual topics.

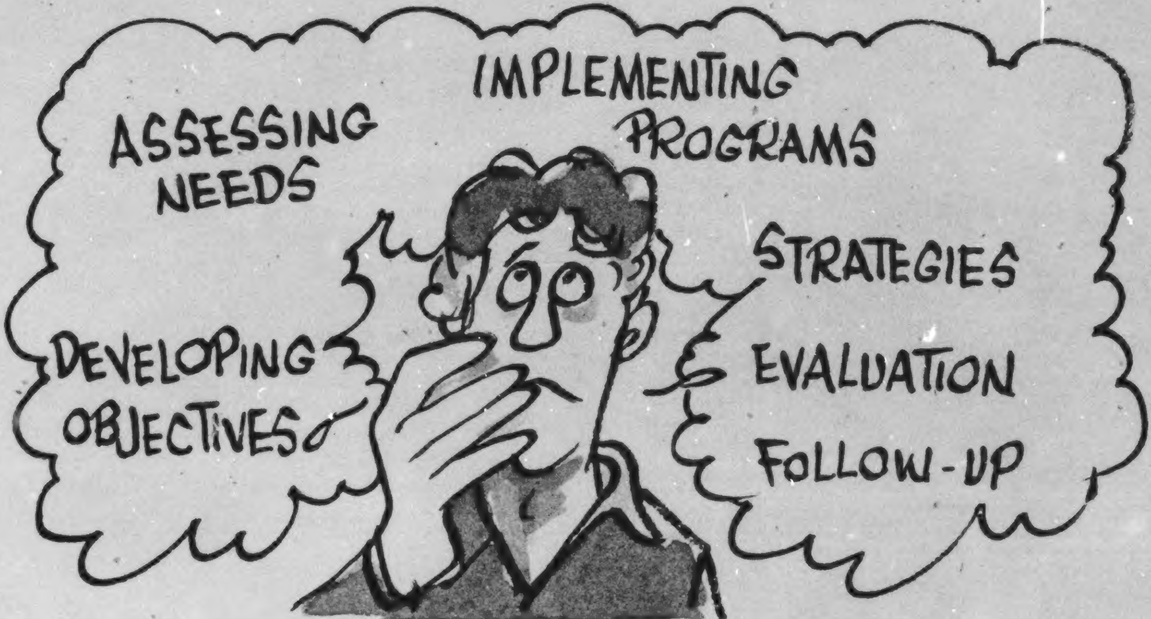
The second section, "Needs Assessment," outlines the procedures for conducting a formal needs assessment. Several examples of instruments are included.

"Setting Objectives" is the third section. Objectives provide bench-marks by which to implement and evaluate programs. Discussed here are criteria for setting objectives, achieving objectives, and classifying objectives.

"Evaluation" is the next session. Some method of review and measurement is necessary for judging success and program alternatives. Types of evaluations and procedures are reviewed.

The last section deals with "Follow-up," or how to conduct long-term evaluation. Procedures and examples are included for following up students in order to provide feedback to students once they have graduated of left school.

THE PLANNING PROCESS



INTRODUCTION

Program planning is the heart of any effective career guidance program. It provides a systematic procedure for planning and implementing new and responsive programs or improving existing ones. Briefly, the planning process can be divided into two parts, that of *problem identification* (assessing needs, developing objectives and assessing resources) and *problem resolution* (developing strategies and programming, implementing and evaluation and follow-up).

The following overview of these areas gives a composite picture of the total planning process. More detailed explanations and examples of specific program planning and development topics are covered in subsequent sections of this and other chapters.

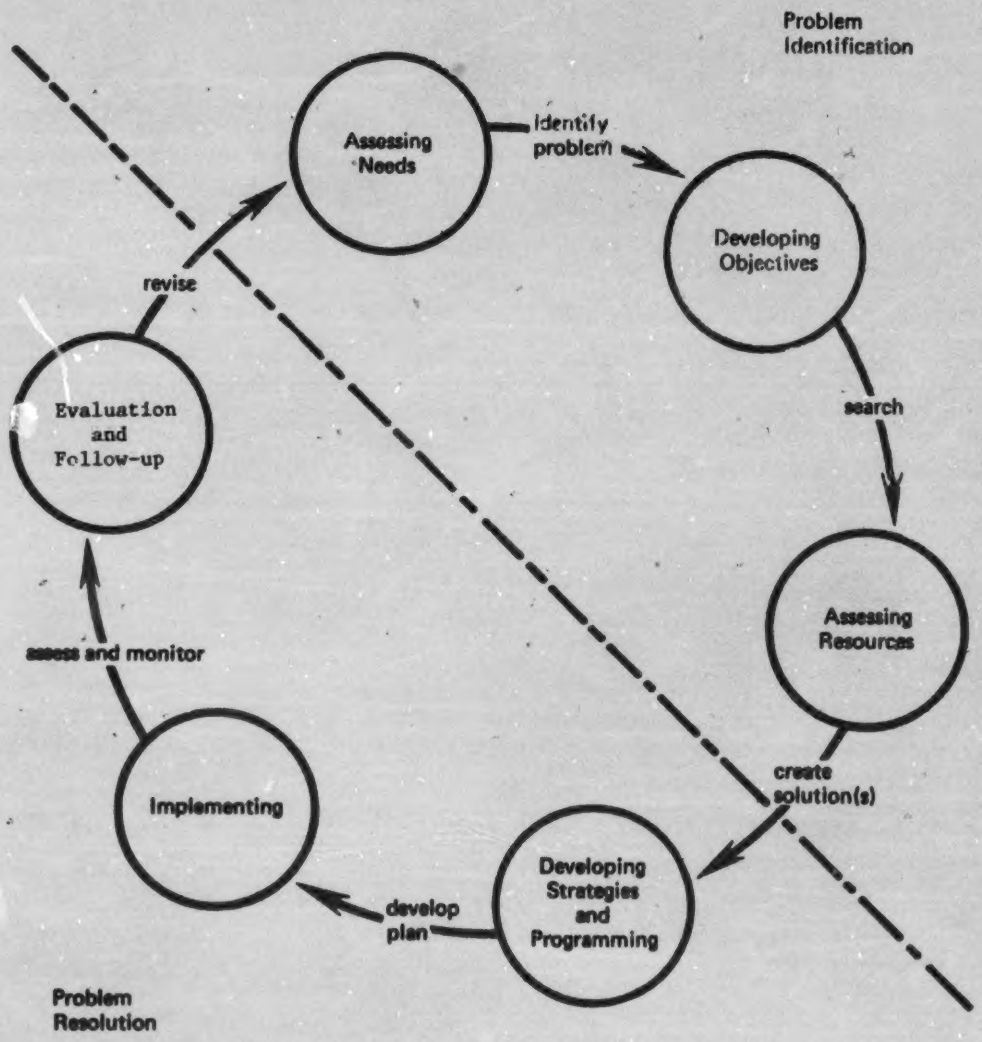
THE MAJOR STEPS IN PROGRAM PLANNING

Step 1--Assessing Needs

At the beginning of the planning process, guidance staff should encourage administrators, teachers, employers, parents and students to participate in defining local career development needs. An analysis of the present status of career guidance in your district will provide the framework for the planning process. Initially, this analysis may involve an almost casual examination of community needs for a career guidance program.

Figure II.1

Planning-Implementation Cycle


Problem Identification
Assessing Needs
identify problem
Developing Objectives
search
Assessing Resources
create solution(s)
Developing Strategies and Programming
develop plan
Implementing
assess and monitor
Evaluation and Follow-up
revise
Problem Resolution

Additional information within these perceived need areas may be required to provide a sufficiently comprehensive and detailed reference base to guide and support the planning effort. To gather this information, the Committee will need to determine:

(1) what kind of information should be sought,

(2) who can provide this information,

(3) how to collect this information, and

(4) when to request it.

For example, it may be desirable to obtain information from students, parents, teachers, recent graduates and community employers. This input would be collected in two steps. First, a small number of individuals would identify important needs for further investigation. Second, a broader and more representative group would provide more detailed information within the most important areas.

With limited time and resources available, students should receive primary attention when deciding who to assess. However, an attempt should be made to assess as many groups as possible. The result of this initial needs assessment is the identification of specific needs. Relative importance, determined by ranking, allows the Committee to focus its attention and energy on meeting one or a manageable number of needs at once. This needs assessment phase is completed when goals are established and prioritized. Detailed information and procedures for identifying needs are presented in the next section on "Needs Assessment."

It should be pointed out that the needs assessment process is not a one-time activity. Future program expansion will require the subsequent assessment of needs in other areas. Similar procedures which account for local characteristics should be followed.

Step 2--Setting Objectives

Once the needs assessment has been completed and general goals identified and established, it is time to be more specific and to more clearly and precisely spell out each goal. These more specific statements are called objectives. Objectives are extremely important because they serve as the basis for all further planning activities.

Because career guidance is concerned with understanding the potentials and limitations of each individual in order to help him/her attain realistic goals, it is important to state objectives in terms of the individual. Objectives provide the framework for the design, implementation and evaluation of all planned career guidance activities.

Objectives written for the career guidance program must be defined in behavioral terms. A major advantage of behavioral objectives is an increase in the clarity of communication. Properly written objectives clarify and focus more attention on meeting the individual's needs.

The third section of this chapter deals with setting objectives. Included in that section are examples of objectives from the three domains of learning:

cognitive, affective and psychomotor. In addition, there are several examples of classification of learner objectives.

Step 3—Assessing Resources

The planning-implementation cycle provides structure for the resource assessment process. Before objectives can be implemented, attention must be given to the consideration of resources necessary for implementation.

This phase of planning is useful in identifying the resources within the school and community that would be of value to the career guidance program. Resources needed to support the implementation of program objectives include material, human, organizational and facilitative resources.

It is beneficial to develop a central resource file which can be used to locate identified resources. Initial resource identification can occur at the same time as the needs assessment. *Resource Assessment* presents information about (1) potential methods for developing resources; (2) sample materials; and (3) guidelines for using and evaluating resources.

The identification and assessment of resources is a large undertaking and will require the assistance of a number of individuals. Resource assessment is also ongoing. New resources should be referenced in the file as they are identified. Because resources may be found in a wide variety of areas, many individuals should be encouraged to contribute information to the resource assessment coordinator.

A major chapter in this handbook addresses school and community resources and explains how to design a resource directory, lists available statewide resources and procedures for gathering print and nonprint resources into a school-based career resource center.

Step 4—Developing Strategies and Programming

This phase of planning involves selecting an alternative for implementation, designing a method to gain its acceptance and outlining procedures for its implementation.

1. *Alternative Selection.* Generating alternatives, analyzing them and selecting the best one for implementation are the major steps to be followed. These steps assume the existence of clearly stated objectives and knowledge of available resources.

   The reason for generating alternatives is to provide a broad base for decision-making. Identifying as many alternatives as possible and seriously thinking through each one increase the likelihood of a sound decision.

   Specifically, generating alternatives involves suggesting possible strategies aimed at achieving objectives. Alternatives provide the map for reaching a chosen destination by various paths. The problem is to choose the "best" one.

   The criteria used during the analysis of alternatives should reflect local constraints. In examining the alternatives, you may wish to consider those which:

- have been successful in the past,
- can be conducted individually or in groups,
- take advantage of expertise of local staff,
- can be implemented with minimal cost,
- can be easily and readily implemented or
- can be introduced with minimum disruption in the school's program.

These points of consideration are only suggestive. The specific criteria that will be applied in the selection process are likely to be quite different because of local conditions. The final choice of criteria, and subsequently, the selection of a specific alternative rests with the individual(s) who desire to implement the objectives.

2. *Winning Acceptance.* The number of specific methods which could be used to win acceptance for new approaches is very large. However, these methods can be classified into three major categories: informative, persuasive and coercive.

- *Informative strategies* are designed to increase the public's knowledge about the innovation. These strategies typically use visual and verbal means of conveying ideas. Printed materials, lectures and demonstrations are examples of some means for providing the desired information. The last section of this chapter deals with communicating with the public. It discusses the variety of approaches for adequate public relations and good two-way communication.

- *Persuasive strategies* rely upon the use of personal influence and friendships. Desire for prestige and power, peer pressure and the need for personal acceptance act to encourage support for new approaches. Personal contact, community involvement and endoresement by prominent community leaders are means for carrying out these strategies.

- One major advantage of persuasive strategies is that through personal contact and word-of-mouth, many individuals become aware of the innovation. As individuals observe their friends supporting the innovation, they, too, grow to accept it.

- *Coercive strategies* emphasize the use of authority to assure compliance in using a new approach. To be successful, coercive strategies must be initiated by persons in positions of power (e.g., principal, superintendent) and require constant monitoring to assure that the orders are being followed. Although these strategies may evoke initial compliance, long-term commitment may not develop. When sanctions are removed, old patterns of behavior frequently return . These methods will probably be least effective in the attempt to generate acceptance for innovations.

3. *Programming*

Following selection of the "best" alternative for implementation and consideration of a strategy to win its acceptance, it is necessary to identify those elements which will influence its success. Tasks that must be accomplished before the alternative is implemented should be identified, and the order in which these tasks must be completed should be determined. In addition, the use of time and resources (e.g., staff and budget) for task accomplishment must be estimated. These aspects of providing structure for task accomplishment are called programming.

Many planning aids are available to facilitate programming. These aids vary from the use of simple charts and graphs to complex networking procedures requiring greater skills. An example of a simple planning aid which identifies tasks, time allowed for completion, the person responsible and projected cost is presented in Figure II. 2.

Several characteristics of this planning chart should be noted.

(1) The time projected to accomplish each task is depicted and the completion point for the primary phase is marked. It is not necessary for every task to be completed before another can begin. In some cases it is necessary for tasks to be completed in sequence.

(2) The individual(s) responsible for task accomplishment is also noted. Although this person has major responsibility, others will assist in task accomplishment. As a planning/coordination aid, this information will help identify key individuals as questions concerning particular program planning aspects arise.

(3) The total estimated cost for completing each task is presented. This figure is determined from the approximated costs for materials, supplies, postage, etc.

Step 5--Implementing

After the objectives of the career guidance program are carefully specified, resources are identified, and alternatives selected, it is time to put them into action. Program implementation will provide opportunities for students to participate in activities that will help them achieve career guidance objectives. In addition, implementation of new activities requires close observation to identify strengths, weaknesses and ideas for alternative approaches. Procedures for critiquing program implementation should be identified before the plan is put into effect.

Initial implementation hinges on the process of collecting information in order to improve the functioning of the program. This involves gathering information to determine the:

- extent to which activities are being or can be implemented as intended,

Figure II.2
Program Planning Guide

Program Goal: To provide individual and group career counseling to all students.

Program Objectives:
To provide individual career development counseling.
To provide group counseling activities which facilitate career development.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To establish and maintain an organized call-in counseling service	Counselor		Counseling Space	■	■	■	■	■	■	■	■	■	■		
2. To provide individual career counseling sessions that are counselor initiated	Counselor		Individual Inventories			■	■	■	■	■	■	■	■		
3. To develop and implement an individual inventory service	Counselor	Postage Duplication	Tests Inventories Questionnaires	■	■										
4. To provide students with the educational, social, and occupational information requisite to effective decision-making	Counselor		Materials that provide educational, social, and occupational information		■	■	■	■	■	■	■	■	■		
5. To evaluate the effectiveness of individual career counseling	Counselor	Duplication	Questionnaires and forms										■		
6. To involve other individuals so that counseling can be better attained	Counselor	Duplication	In-service materials			■	■								
7. To provide group counseling activities that facilitate career development	Counselor and Staff	Depends on activity	Depends on activity					■	■	■	■	■			
8. To evaluate the effectiveness of group counseling	Counselor and staff	Duplication	Questionnaire Forms										■		

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

Source: Rural America: Career Guidance, Counseling, Placement and Follow-through Program for Rural Schools, 1977.

- degree to which desired outcomes are being attained and
- unanticipated outcomes.

Sources of this information include pilot testing and reaction data.

Pilot testing is a small-scale tryout of a planned activity. It is especially useful when the activity is planned to have broad-scale application or when it is likely to be repeated. Its use should be reserved for activities that are likely to be subject to modification. Pilot tests should be as efficient as possible in their use of time and resources.

Reaction data should be obtained from persons in program implementation. For example, when an activity is delivered through a language arts class, it is important to receive feedback from the teacher and a number of the students.

School staff personnel should be informed about the progress of program development activities. This can be accomplished through effective communication. As information is exchanged with others involved in the career guidance program, the guidance personnel will gain invaluable insight concerning program status and ways to improve program operations.

Because it is difficult to remember all this information, it is wise to maintain a log of program implementation events. This record does not have to be elaborate. It should be kept with other program planning materials and will provide direction for future planning efforts. A log may be easily maintained by making entries on a day-by-day basis.

Step 6--Evaluation and Follow-up

"Evaluation and Follow-up" is the phase of the planning cycle in which the success of the career guidance program is assessed. It asks, "Has the program succeeded in helping students achieve specified objectives?" Usually indicators of success are changes in student's attitudes, knowledge and skills after their participation in the career guidance program. Evaluation instruments are used to examine these changes.

Evaluation guidelines should be established to determine:

- what data should be collected,
- when data should be collected,
- how data should be collected and analyzed and
- what conclusions may be drawn.

No single evaluation design is appropriate to all situations. Program planners should take into consideration the above questions when developing their evaluation design.

Program evaluation can occur in both formal and informal ways. A number of different evalution techniques may be used to obtain information: verbal reports, questionnaires, surveys, achievement tests and observation. However, the evaluation effort should not require more resources than the answers provided by the evaluation are worth.

Evaluation findings suggest recommendations for program change. These findings substantiate the program reports made to a planning committee, the superintendent or the school board for program continuation and improvement. The last two sections of this chapter deal with evaluation and follow-up. Included in those sections are several examples of instruments that have been used by school systems.

In order to implement recommended program changes, it will be necessary to repeat the six program planning steps. In summary these six steps are:

(1) Assessing Needs,

(2) Developing Objectives,

(3) Assessing Resources,

(4) Developing Strategies and Programming,

(5) Implementing and

(6) Evaluation and Follow-up

Throughout the program's operation, the evaluation of its outcomes will reveal areas in which the guidance department will want to concentrate revision efforts. The planning cycle should be employed to organize and carry out program improvement, modification or expansion.

CONCLUSION

Program planning involves the two major phases of problem identification and resolution which covers the six areas of assessing needs, developing objectives, assessing resources, developing strategies and programming, implementation and evaluation and follow-up. An overview of these areas was presented in order to develop a composite picture of planning or modifying career guidance programs. More detailed explanations of these areas follow in subsequent sections and chapters.

Since organization is the key to streamlining the program planning process, a "checklist" (See Figure II. 3.) is included to help you coordinate your planning efforts. Moreover, planning often incorporates change for both yourself and your community. Figure II. 4 provides suggestions for dealing with the changes so that you experience as much success as possible in developing, modifying and expanding your career guidance program.

Now that you have an overview of the Planning Process, you are ready to begin the first task, that of conducting a needs assessment to ascertain more correctly your program needs and subsequent goals.

Figure II.3

Guidance Coordinator's Checklist Program Planning*

(1) Collect and organize materials related to career guidance designed to increase understanding of the program.

(2) Identify methods for obtaining support for program development and implementation, for example:

- publicity contests
- town meeting

(3) Identify and implement a method of assessing student and/or adult career development needs. Determine:

- person responsible for certain tasks
- time allowed for completion
- estimated cost

(4) Develop career guidance program behavioral objectives. Determine:

- person responsible for certain tasks
- time allowed for completion
- estimated cost

(5) Identify available materials for implementing a comprehensive career guidance and counseling program. Determine:

- person responsible for certain tasks
- time allowed for completion
- estimated cost

(6) Identify possible barriers to program planning and delivery and consider methods of overcoming resistance. Develop:

- informative strategies
- persuasive strategies
- coercive strategies

(7) Outline management techniques to be used in implementing career guidance objectives. These might include:

- planning forms and checklists
- budget controls

(8) Assign responsibility for coordinating various program development procedures. Among tasks to be delegated are:

- assessing needs
- developing objectives
- assessing resources
- evaluating outcomes

* *Rural America: Career Guidance, Counseling, Placement and Follow-through Program for Rural Schools*, (Center for Vocational Education, Ohio State University; Wisconsin Vocational Studies Center, University of Wisconsin; School of Education, Northern Michigan University, 1977).

Figure II.3 (Cont.)

(9) Identify consultants required for assisting in program development and the length of time for which their assistance would be required.

(10) Prepare budget for total program development and implementation.

(11) Develop and implement evaluation procedures. Determine:

- person(s) responsible
- time allowed for completion
- estimated cost

(12) Prepare year-end report summarizing accomplishments and developing recommendations for future program development.

Refer to the Program Planning Guide model (Figure 11.2) which may be of assistance to you in designing yours. The model will help you condense and organize your program elements and the tasks necessary to achieve your selected goals. As you can see, a single sheet for each element cluster allows you to assess, at a glance, your annual or bi-annual calendar.

Figure II.4
Suggestions on How to Approach Change

(1) Recognize that there are four types of change, each requiring more awareness, understanding, and commitment than the former. These are:

(a) Substitution of one program component for another;
(b) Variation of procedures or content in an existing program;
(c) Structural changes of organization and scheduling;
(d) Attitude and values being changed to accept new program philosophy or thrust.

(2) Fully understand the context in which the change is being introduced. Recognize the social, historical, political and cultural realities of the environment in which you are living and working.

(3) Encourage those staff members who are implementing changes. Support and reinforce them rather than being overly concerned about those who would resist change.

(4) Spell out clearly the long-range implications of the proposed changes as to time, energy and cost.

(5) Build program changes on areas of strength to help enhance success. Correct weaknesses later.

(6) INVOLVE those who will be affected by the change and those who make policy decisions.

(7) Pilot test new procedures or activities so that modifications can be made more easily.

(8) Conduct awareness/community/feedback sessions with all audiences involved, so that proposed changes will not be viewed as a situation of enforced compliance.

(9) Avoid changed words or phrases in describing modifications. Evolve change from present program and circumstances.

(10) Model the behavior which you seek others to accept and implement.

(11) Be conscious and deliberate in planning change.

(12) Involve students in providing feedback on how counseling services can be more effective. Let teachers and administrators hear this too!

(13) Single out key people integral to the success of the change process. Perhaps develop an advisory committee to obtain formal input from those people.

(14) The various audiences with which you deal have stereotyped views of change agents and change itself. Get out of the office; talk to them; identify problems and suggest solutions.

Figure II.4 (Cont.)

(15) Be patient.

(16) Start slowly--but start!!

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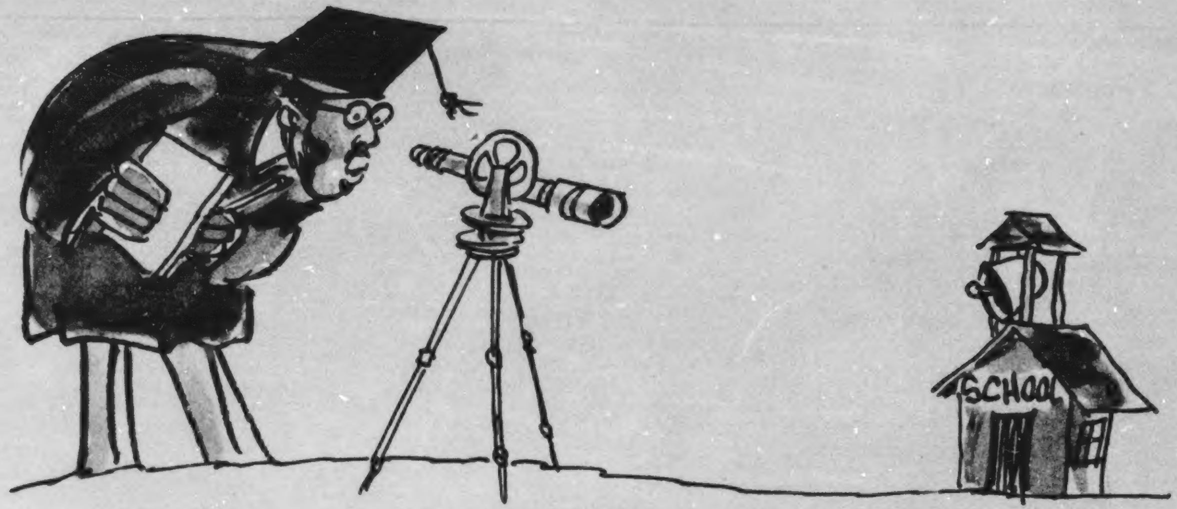
NEEDS ASSESSMENT



INTRODUCTION

No one would attempt to build a school without first having developed a plan which shows what the finished structure will look like, what components will make up the structure, what activities must be undertaken, and what materials will be required to do the job. If planning is necessary to build a school, then planning is certainly as crucial in the vital task of designing the programs which are to take place in the school. The individuals (educated young adults), the various components (including academic and career guidance) and necessary activities (teaching and creating a learning environment) must all be brought together in a comprehensive plan. The initial step in this planning process is the *assessment of needs*.

Many schools in the Commonwealth have developed their career guidance programs from the data obtained from needs assessments. These departments have found it easier to gain support for their programs and to plan more effectively when the final outcome is based on the needs of their community. However, many other schools have tended to shy away from the needs assessment process. Many people visualize the process as a very large, time consuming, elaborate and/or expensive process. Although this can be the case, it does not always have to be. Costs and time demands can be lowered by utilizing an informal rather than a formal needs assessment.

An *informal* needs assessment may be no more than an individual or a guidance staff meeting to identify the needs of students in their school. This is one way to collect "expert" opinion regarding what outcomes need to be stressed in planning programs for the ensuing year(s). Of course, the greater the number of interest groups represented, the more thorough and comprehensive the identified outcomes will be.

Consideration should be given, even in an informal assessment, to obtaining student input. If an individual is identifying student needs on his/her own, students should be interviewed or "rap" sessions conducted. If a group of people are determining needs, then students should be included in the group. Another possible method for obtaining student input is to develop a survey instrument and administer it to a number of students. Again, this survey can be as simple or as complex as the individual doing the planning decides.

PROCEDURES FOR CONDUCTING A FORMAL NEEDS ASSESSMENT

Step 1: *Plan and Coordinate with Advisory Groups*

The first step in the needs assessment process is gaining approval and support from appropriate groups. In order to conduct an assessment and implement a program, you need the support of administration, other counselors, parents, students, and the community. Acceptance by various subgroups can frequently be obtained by allowing their full participation in making such determinations as:

1. Who will select the areas and define the sample?
2. Who will choose or develop the instrument?
3. Who will be in charge of administration?
4. How and by whom will the data be analyzed?
5. Who needs to be involved at each step and how will communication occur?

Step 2: *Identify Areas on which the Assessment will Focus*

Consideration must be given to the central purpose of the assessment: will it be comprehensive or focus on only one or two areas? This type of information is needed to facilitate the planning and development process. Remember also that too much data is frequently as damaging as too little.

Step 3: *Define and Select the Sample*

Bear in mind that the groups which are sampled must be representative. If you are planning a formal needs assessment and the district has research departments or computer personnel, it is wise to include them at this point. Consideration should be given to what level of response will be considered adequate.

Step 4: *Develop the Instruments*

The key question here is: what needs are not fulfilled? If you plan to do a formal assessment and there is an existing instrument that fully meets your need, use it.

Some instruments may be utilized after modification. If an instrument is to be developed from scratch, attention must be given as to its form, content and development. Be sure to get demographic data regarding all participants: for example, their grade levels, sex, major areas of study, ethnic backgrounds (if applicable), etc. If possible the instrument should be pilot tested before extensive use. Attention should also be given at this point to how the data is to be summarized and reported. Try to limit the number of open-ended questions since they are harder to tabulate. Remember, too, that there is a trade off between length and response rate. Lengthy questionnaires lose client interest, so include only absolutely necessary questions.

Step 5: *Administer the "Instrument"*

Who will actually administer the "instrument" and how will they be trained? What about scheduling? Attention should be paid to preparing your population for the assessment. Respondents should be told the purpose of the assessment, how they stand to benefit from it, and exactly what is expected from them.

Step 6: *Summarize and Analyze the Data*

If you have done a formal assessment, it is advisable to work with your district's computer personnel (if available) to determine the best form and method. If you utilize open-ended questions, how are these going to be scored? A key question is how will the data be weighted for analysis? Such techniques as relative percentages, weighted means, etc. might be utilized. If help is available, use it. Errors and ommissions at this point are difficult to remedy later.

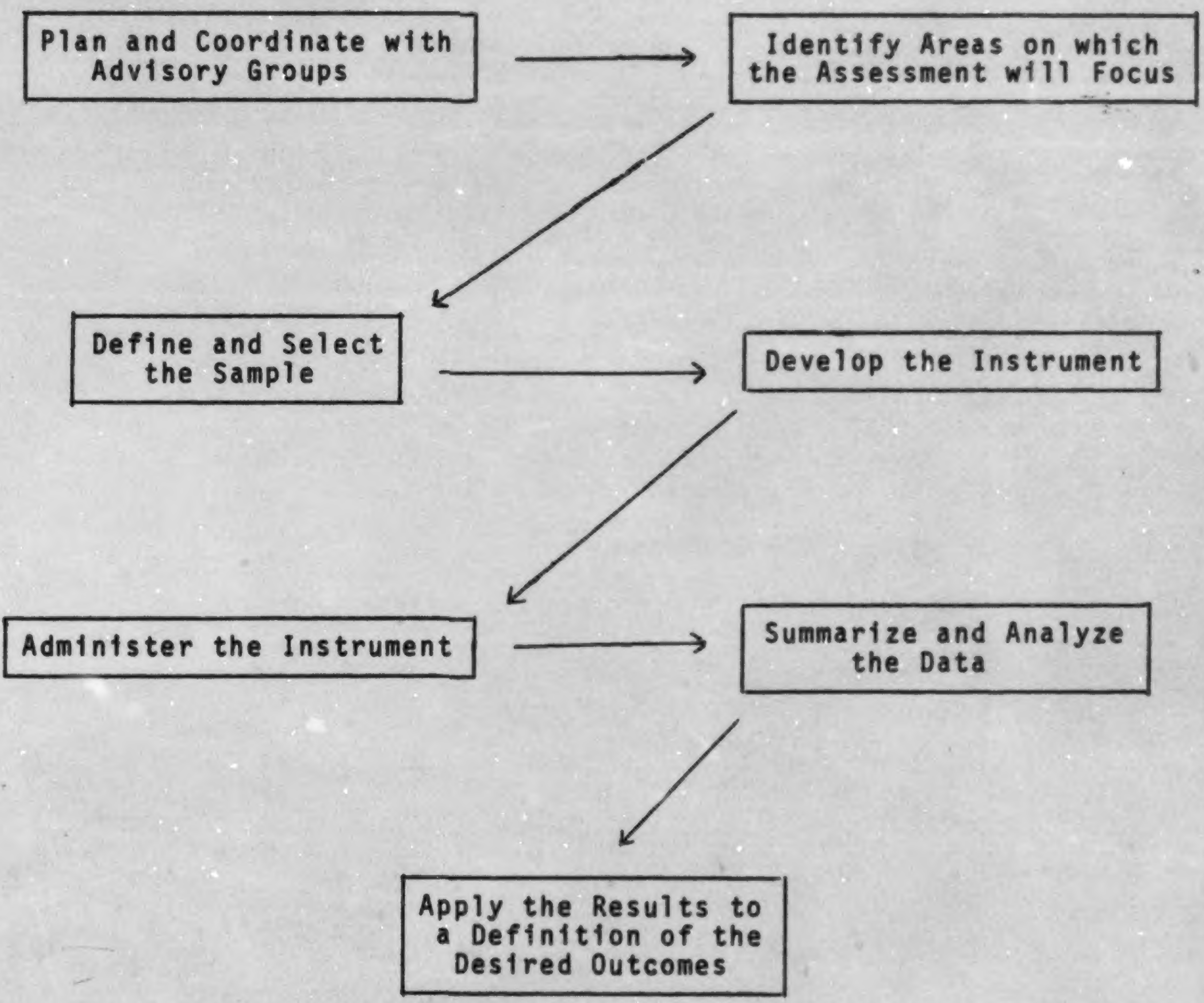
Step 7: *Apply the Results to a Definition of the Desired Outcomes*

Be sure you consider the full range of results in the decision-making process. You should decide if the data is to be considered as a whole or divided into subgroups (i.e., grade, age, sex, etc.). Prioritize your needs and produce a document reviewing the process and the results. People will want to know how you determined your high priority needs and how your program will achieve these desired outcomes.

If you plan an informal assessment, be careful to include representatives from the administration, faculty, counseling staff, students and community. That is, involve a spokesperson from each group of people involved in or influenced by your project. This also requires that, before you meet with your needs assessment committee, you decide what questions to ask your group, that you outline your goals, and that you have selected a proper cross-sampling of your population to form a viable needs assessment committee.

You should also pay close attention to how your needs are selected and stated. Do you wish consensus? Do you plan on majority rule? Do you intend to list every need suggested? You must decide how possible limitation on staffing, facilities, and materials available will affect your program. This should not lead to important objectives being abandoned but to realistic parameters being set.

Figure II.5
A Needs Assessment Model


Plan and Coordinate with Advisory Groups
Identify Areas on which the Assessment will Focus
Define and Select the Sample
Develop the Instrument
Administer the Instrument
Summarize and Analyze the Data
Apply the Results to a Definition of the Desired Outcomes

PROCEDURE FOR CONDUCTING A SURVEY

Following is a step-by-step outline for conducting a student survey. A survey of teachers and administrators may be conducted in a similar way. Some questions on the different survey instruments may even be identical.

A more thorough assessment of your program's needs might require that a brief questionnaire be sent to parents and community members. Once again, some of the questions used on the student and teacher surveys may be used to gain different points of view on a given issue.*

Arrangements for administering the questionnaire:

1. Find a location in which all students may be surveyed at one time: for example, during home room periods, during English classes, or large group sessions in the auditorium.
2. Brief your administrators, teachers and students on the purpose of the questionnaire.
3. Instruct the survey administrators (about ½ hour) on specifics of the questionnaire and answer all their questions.
4. Give each administrator a ready-made packet with the correct number of questionnaires and answer sheets, written instructions for administration, and #2 pencils (if the answer sheets are to be processed by computer).

Administration of the questionnaire:

1. Be available during the administration to handle last minute questions or problems.
2. Make every effort to *thank* each survey administrator for his or her cooperation in the study.

The survey instrument should not be too long and should have easy-to-follow directions. An appropriate cover letter of explanation should accompany those surveys sent to persons who will not have the survey administered to them as a group. Providing self-addressed postage-paid envelopes will make it easier for persons to respond and will increase the return rate.

TABULATING THE RESULTS

Data can be processed by computer or hand tabulated depending on your resources and size of sample. If your intention is to tabulate by computer, close attention must be given to your survey's physical format. As mentioned above, working with your local computer personnel will prove most useful. Computer installations are available on the University of Massachusetts campuses, the Massachusetts State College campuses, and the community college campuses.

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*An important reminder: Massachusetts law requires that notification be given by the school to students and their parents in their primary language in a routine information letter informing them of any standardized testing programs and research studies to be conducted during the year and other information to be collected or solicited from the student during the year. Research studies have been interpreted to include needs assessments. (Source: Massachusetts Statutes, Chapter 10Vb. 10.1)

The results should be tabulated in a way that makes sense for the people who have to use the results for decision making. In most instances descriptive statistics (e.g., mean scores) and percentages are the most useful. This kind of analysis allows for easy ranking of priorities.

Clearly one advantage of using the computer is to permit cross-tabulation of results. For example, it might be helpful to look at the results by grade level, by sex, or by race. These kinds of results are obtained easily through rather simple computer programs but are very difficult to obtain through hand tabulation.

In some instances it may be useful to have more sophisticated results. Inferential statistics (e.g., t-tests, chi-square, etc.) are tests to determine statistical significance (probability). While not particularly helpful for local usage, this kind of data is often of use in writing grant applications or articles for professional journals.

The data from the needs assessment should be compiled into a concise format that is easily understood. You may wish to present your results on a blank copy of your survey(s). This can then be widely distributed for use in establishing goals.

EXAMPLES

Following is a bank of items that can be used in developing career education needs assessments and two sampling needs assessment instruments.

Figure II.6 is an item pool listing approximately seventy items under the major areas of career guidance: self-understanding, understanding the world of work, career exploration, decision-making, planning, career preparation and placement. An item pool such as Figure II.6 can be very useful in developing questions to ask students or other populations regarding their need for career guidance services. Remember that this is a suggested list and that you will probably want to modify the list based upon your local needs, interests and objectives.

Figures II.7 and II.8 were included because they represent rather sophisticated documents from other states, Missouri and Wisconsin. While both surveys address the topic of career education, the issues involved really cover career guidance. It should be further pointed out that the Missouri document is for students while the Wisconsin survey is addressed to school staff. In any regard, the survey items and responses are examples that could be adapted for a variety of different groups and may be edited, deleted, or changed as necessary to fit your particular needs.

CONCLUSION

A needs assessment program which does not result in a plan for change and progress is nothing more than a mechanical exercise. The various types of data collected during a needs analysis can provide the counselor with a picture of "what is" and some solid clue as to "what ought to be."

Once these discrepancies have been identified, a list of priorities can be reached and short and long term program objectives written. The following sections address the setting of objectives and application of goals.

Figure II.6

Bank of Items for Developing Career Education Needs Assessment Instruments

Self Understanding

1. Help in discovering what activities I can do.

2. Help in discovering what kinds of activities I like and dislike.

3. Opportunities to gain feelings of self-confidence in the things I do.

4. Opportunities to gain feelings of self-confidence about working well with other people.

5. Understanding how my leisure activities and hobbies contribute to my self as a person in career development.

6. Helping me to discover if I like to work with people/data/things/ideas.

7. Helping me to discover what my values are. (What things are important to me.)

8. Knowledge about human relations skills for effective relationships with fellow workers, friends, and family members.

9. Learning about my personality and how it relates to possible careers.

10. Making me aware of the importance of knowing myself and choosing a career area that is right for me not just because someone else thought I should choose it and taking responsibility for self and career decisions.

11. Help in discovering what activities give me the most self-satisfaction.

12. Information about family living and how one's personal life is related to job performance.

13. Help in learning to get along well with persons at home and work.

14. Opportunities to talk to the following people about myself or things I worry about:

    Mother or female guardian
    Father or male guardian
    Teacher
    School counselor
    Other

Figure II.6 (cont.)

Understanding the World of Work

1. Making me aware that one person has many kinds of careers.
2. Making me aware of increasing equal opportunities in the world of work regardless of sex or race.
3. Helping me learn about the different job families or career clusters.
4. Help in learning how my school subjects will be useful in the world outside of school.
5. Helping me understand the economic system of the United States.
6. Helping me to understand the importance of rules and regulations at school and work.
7. Making me aware of the importance of good work habits.
8. Helping me learn what work means to different people and their attitudes about their jobs.
9. Making me aware that I may be suited for more than one career.
10. Helping me to understand the different levels of responsibility in my career area from entry level to upper management.
11. Making me aware of the importance of preparing for a group of related jobs as well as for a specific job.
12. Helping me realize the importance of planning my career rather than leaving it to chance.
13. Helping me identify factors that cause the work environment to change.
14. Learning about the influences of labor management, government and public opinion on the nature of structure of work.
15. Helping me learn why and how workers cooperate among themselves and with their employers.
16. Information about a wide variety of possible careers.
17. Learning how work can meet my personal needs as well as those of society.
18. Information about how all occupations contribute to society.
19. Information about how various jobs interrelate.
20. Learning how the needs of society have created jobs.
21. Learning how job specialization makes workers dependent upon each other.

Figure II.6 (cont.)

Career Exploration, Decision Making, Planning

1. Providing resources in the IMC or Career Center about various careers in which I am interested.
2. Information about a specific job in which I am interested.
3. Information about how occupations I might choose will most likely affect my lifestyle.
4. Encouragement to explore non-traditional occupations that were formerly limited to members of one sex or ethnic group.
5. Informing me about available resources to assist me in deciding on a career goal.
6. Opportunities to take field trips to visit workers on the job or have workers come speak to us.
7. Information about education and training requirements and opportunities for the job in which I am interested.
8. Helping me to match up my interests and abilities with possible career choice areas.
9. Information on how to relate my specific skills/interests to a range of related occupations.
10. Opportunities to actually "try out" a particular job in which I am interested.
11. Co-op or work-study part-time work experiences to get on-the-job experience.
12. Informing me about available resources in the IMC or Career Center.
13. Help in discovering what activities I can do better than others.
14. Opportunities to play games/view films and filmstrips/read items and other learning activities to help me explore a wide variety of jobs.

Career Preparation, Placement

1. Preparation for a "next step" beyond high school, in either a job or further education.
2. Assisting me in adjusting my career plans based on new information about myself and available opportunities.
3. Helping me to make realistic career plans.

Figure II.6 (cont.)

Career Preparation, Placement (cont.)

4. Opportunities to prepare myself for leisure time activities as an adult.

5. Help in planning a meaningful and satisfying life.

6. Help in becoming aware of expectations employers will have of me and/or further educational programs.

7. Opportunities in school to learn vocational and academic skills that I will need for my chosen career.

8. Assistance in choosing school courses that will relate to my chosen career area.

9. Information about financial aids to attend various educational and training institutions.

10. Information about how to change careers in my life.

11. Information about specific resources for persons with special needs (such as handicapped, disadvantaged, minority status).

12. Information about current and future trends in the job market.

13. How to write a resume, fill out job application forms, and conducting myself in an interview.

14. Knowledge about how to find, get, and keep a job.

15. Assistance in finding a job upon completion of my educational program.

16. Information about Job Service and other placement aids.

17. Help to improve my decision-making ability.

18. Help and/or influence about possible career choices from the following people or resources:

    a. father or male guardian
    b. mother or female guardian
    c. brothers, sisters, or other relatives
    d. friends
    e. coaches of teams I have been on
    f. minister, priest, or rabbi
    g. teachers
    h. school counselors
    i. private counselors outside of school
    j. books with the information I needed
    k. audio/visual aids like tape recordings, films or computers
    l. college catalogues
    m. persons in the occupation or at a school I am considering
    n. TV shows, movies, or magazines

19. Competency in the basic skills of reading, writing and mathematics which apply to almost all jobs and everyday life.

Figure II.7

Missouri Career Education Needs Assessment/Senior High School Student Survey

____
School Name

MISSOURI CAREER EDUCATION NEEDS ASSESSMENT
SENIOR HIGH SCHOOL STUDENT SURVEY (Grades 10, 11, 12)

Compiled and developed by
Thomas J. Arni, Carolyn Magnuson, William C. Sparks, and Marion Starr

This survey is designed to help us in planning our schools' Career Education program. Your ideas about what should be included in the program are important. Please complete the questionnaire with your own needs in mind.

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

In the left column please fill in the circle to indicate the degree to which you feel each condition should exist in the school program.
In the right column please fill in the circle to indicate the degree to which you feel each condition actually exists in the school program.

Should Exist In Schools

1 Stated condition should not exist at all
2 Stated condition should exist to a slight extent
3 Stated condition should exist to a moderate extent
4 Stated condition should exist to a fairly large extent
5 Stated condition should exist to a very large extent

Please fill in the circles to indicate your Grade and Sex.

○ 10 ○ 11 ○ 12

○ Male ○ Female

Actually Exists In Schools

1 Stated condition does not exist at all
2 Stated condition exists to a slight extent
3 Stated condition exists to a moderate extent
4 Stated condition exists to a fairly large extent
5 Stated condition exists to a very large extent

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	1. to be able to resolve value conflicts with adults, e.g., parents/teachers.	①	②	③	④	⑤
①	②	③	④	⑤	2. to more easily tell others what they think and how they feel.	①	②	③	④	⑤
①	②	③	④	⑤	3. to know how to handle pressure from kids their own age.	①	②	③	④	⑤
①	②	③	④	⑤	4. to understand the advantages and disadvantages of jobs.	①	②	③	④	⑤
①	②	③	④	⑤	5. to understand and appreciate the importance of work on their lives.	①	②	③	④	⑤
①	②	③	④	⑤	6. to develop a personalized plan for life-long physical fitness.	①	②	③	④	⑤
①	②	③	④	⑤	7. to know the general daily activities that are performed on various jobs.	①	②	③	④	⑤
①	②	③	④	⑤	8. to know how their values affect their occupational choice.	①	②	③	④	⑤
①	②	③	④	⑤	9. to save money for the things they need and/or want.	①	②	③	④	⑤
①	②	③	④	⑤	10. to learn how to adapt to change.	①	②	③	④	⑤
①	②	③	④	⑤	11. to take responsibility for exploring alternatives when their plans are changed.	①	②	③	④	⑤

Figure II.7 cont.

Should Exist In Schools						Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	12. to develop a working knowledge of insurance and taxes.	①	②	③	④	⑤
①	②	③	④	⑤	13. to be able to apply for a job both in writing and in person.	①	②	③	④	⑤
①	②	③	④	⑤	14. to improve their relationships with adults.	①	②	③	④	⑤
①	②	③	④	⑤	15. to know what they do that affects the way others view them.	①	②	③	④	⑤
①	②	③	④	⑤	16. to be able to talk with someone when they have a problem.	①	②	③	④	⑤
①	②	③	④	⑤	17. to get less "uptight" when things go wrong.	①	②	③	④	⑤
①	②	③	④	⑤	18. to recognize occupational stereotyping.	①	②	③	④	⑤
①	②	③	④	⑤	19. to know how to become involved in community groups.	①	②	③	④	⑤
①	②	③	④	⑤	20. to know what leisure and recreational activities best fit their interests and skills.	①	②	③	④	⑤
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent,	To a very large extent
①	②	③	④	⑤	21. to know the specific characteristics of various jobs, such as pay, training required, work hours, opportunity for advancement, vacation, and demand for the job.	①	②	③	④	⑤
①	②	③	④	⑤	22. to know how their values affect their lives.	①	②	③	④	⑤
①	②	③	④	⑤	23. to set goals they can achieve.	①	②	③	④	⑤
①	②	③	④	⑤	24. to know how to re-assess and re-evaluate their goals.	①	②	③	④	⑤
①	②	③	④	⑤	25. to take responsibility for developing plans that will help them reach their educational and/or occupational goals.	①	②	③	④	⑤
①	②	③	④	⑤	26. to know exactly what is expected of them in class.	①	②	③	④	⑤
①	②	③	④	⑤	27. to know how to use all banking services.	①	②	③	④	⑤
①	②	③	④	⑤	28. to learn more about requirements for various educational and training opportunities.	①	②	③	④	⑤
①	②	③	④	⑤	29. to be able to arrange for and participate in job interviews.	①	②	③	④	⑤

Figure II.7 cont.

Should Exist In Schools						Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	30. to know how to use standard job reference materials, such as The Occupational Outlook Handbook, The Dictionary of Occupational Titles, and The Encyclopedia of Careers.	①	②	③	④	⑤
①	②	③	④	⑤	31. to know how to make decisions about school problems.	①	②	③	④	⑤
①	②	③	④	⑤	32. to focus on occupations that make use of their personal talents.	①	②	③	④	⑤
①	②	③	④	⑤	33. to understand the influence of sex-role stereotyping at home, school, and work.	①	②	③	④	⑤
①	②	③	④	⑤	34. to know how to use their time better so they have time to do whatever they choose.	①	②	③	④	⑤
①	②	③	④	⑤	35. to know how to get along in social situations as well as work situations.	①	②	③	④	⑤
①	②	③	④	⑤	36. to take action toward solving their own problems.	①	②	③	④	⑤
①	②	③	④	⑤	37. to know how to change things about themselves that they do not like.	①	②	③	④	⑤
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	38. to talk more easily with their families.	①	②	③	④	⑤
①	②	③	④	⑤	39. to better understand how to give and receive friendship.	①	②	③	④	⑤
①	②	③	④	⑤	40. to develop a flexible life career plan.	①	②	③	④	⑤
①	②	③	④	⑤	41. to understand the interest costs of credit purchases & installment buying.	①	②	③	④	⑤
①	②	③	④	⑤	42. to develop an appreciation of how all occupations and workers are important to our community.	①	②	③	④	⑤
①	②	③	④	⑤	43. to improve their understanding of what they read.	①	②	③	④	⑤
①	②	③	④	⑤	44. to get along with peers better.	①	②	③	④	⑤
①	②	③	④	⑤	45. to know which courses are appropriate to their life career goals.	①	②	③	④	⑤
①	②	③	④	⑤	46. to develop effective study skills.	①	②	③	④	⑤
①	②	③	④	⑤	47. to know how to find and use the various resources available to them when looking for a job.	①	②	③	④	⑤

Figure II.7 Cont.

Should Exist In Schools						Actually Exists In Schools				
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	48. to develop close and lasting friendships.	①	②	③	④	⑤
①	②	③	④	⑤	49. to understand how their feelings affect their behavior with others.	①	②	③	④	⑤
①	②	③	④	⑤	50. to learn how to express their feelings instead of keeping them to themselves.	①	②	③	④	⑤
①	②	③	④	⑤	51. to know how to stand up for their beliefs.	①	②	③	④	⑤
①	②	③	④	⑤	52. to understand how different occupations are dependent upon each other.	①	②	③	④	⑤
①	②	③	④	⑤	53. to be able to solve conflicts between their parents' expectations and peer pressures.	①	②	③	④	⑤
①	②	③	④	⑤	54. to develop life-long recreational interests that will make their leisure time enjoyable.	①	②	③	④	⑤
①	②	③	④	⑤	55. to determine whether their interests, values, abilities match those needed in various jobs.	①	②	③	④	⑤
Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent	Students need:	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
①	②	③	④	⑤	56. to become aware of occupational training offered in their high interest areas.	①	②	③	④	⑤
①	②	③	④	⑤	57. to be able to make decisions as they study life career possibilities.	①	②	③	④	⑤
①	②	③	④	⑤	58. to develop plans which will help them reach their educational and occupational goals.	①	②	③	④	⑤
①	②	③	④	⑤	59. to consider alternatives available to them after completion of high school.	①	②	③	④	⑤
①	②	③	④	⑤	60. to take responsibility for developing attitudes and behaviors that will help them reach their goals.	①	②	③	④	⑤
①	②	③	④	⑤	61. to improve their ability to take notes in class.	①	②	③	④	⑤
①	②	③	④	⑤	62. to know services available to them in their community.	①	②	③	④	⑤
①	②	③	④	⑤	63. to know how much education and training will be needed for the occupation they plan to enter.	①	②	③	④	⑤
①	②	③	④	⑤	64. to know what habits and attitudes employers like.	①	②	③	④	⑤

Figure II.8

Wisconsin Career Education Needs Assessment

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, the date and the number PI-Q-75 that appears in the upper right hand corner of this page. Read each statement carefully. On the answer sheet, darken the 0 under the number which represents how much you need the career education opportunity described in the statement.

If you have No Need for the opportunity described, darken the 0 under "1" NN=1
If you are Undecided about your need for the opportunity described, darkent the 0 under "2" U=2
If you have Little Need for the opportunity described, darken the 0 under "3" LN=3
If you have a Moderate Need for the opportunity described, darken the 0 under "4" MN=4
If you have a High Need for the opportunity described, darken the 0 under "5" HN=5

EXAMPLE: Our students need information about applying for a job.	1	2	3	4	5
	0	0	0	0	●

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
• Our students need help (from school and community) to:					
1. develop effective decision-making skills.	1	2	3	4	5
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	5
3. develop positive attitudes toward themselves, school and work.	1	2	3	4	5
4. relate what they learn to occupations.	1	2	3	4	5
5. develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	5
7. become aware of the many occupational options open to them.	1	2	3	4	5
STOP HERE IF YOU TEACH GRADE 6 OR BELOW. GO TO NUMBER 18 AND COMPLETE THE SURVEY.					
8. consider how their career choice may affect their lifestyle.	1	2	3	4	5
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
10. become aware of current and future trends in the job market.	1	2	3	4	5
11. develop an understanding of expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
12. develop an understanding and appreciation of our economic system.	1	2	3	4	5
13. develop a flexible career plan.	1	2	3	4	5
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
15. learn how to get, hold, and advance on a job.	1	2	3	4	5

(please turn to the other side)

Figure II.8 (cont.)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	1	2	3	4	5
17. secure employment if they choose to do so.	1	2	3	4	5
• In order to provide career education for students, as a teacher I need:					
18. coordination of career education efforts within our school system.	1	2	3	4	5
19. a policy statement from the Board of Education supporting career education.	1	2	3	4	5
20. cooperation of teachers in integrating career education with the school curriculum.	1	2	3	4	5
21. adequate evaluation systems for career education efforts.	1	2	3	4	5
22. assistance in identifying school and community resources for career education.	1	2	3	4	5
23. a system for cataloguing, locating, and utilizing available career education resources.	1	2	3	4	5
24. planned conferences for administrators, and counselors to develop local career education materials.	1	2	3	4	5
25. released time for teachers, administrators, and counselors to develop local career education materials.	1	2	3	4	5
26. a local needs assessment for career education.	1	2	3	4	5
27. a local plan for career education.	1	2	3	4	5
28. communication and cooperation between school and community to facilitate career education.	1	2	3	4	5
29. inservice training for school staff concerning career education.	1	2	3	4	5
30. motivation to use career education strategies to improve guidance and instruction.	1	2	3	4	5
31. a program of "testing" as one way to help students identify their interests and abilities.	1	2	3	4	5
32. adequate communications between state agencies and local schools and communities.	1	2	3	4	5
33. adequate communications between teacher and counselor training institutions and local school district.	1	2	3	4	5
34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	1	2	3	4	5

(please go on to next page)

Figure II.8 (cont.)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	1	2	3	4	5
• In order to provide career education for students, as a counselor I need:					
36. suggestions and examples showing application of career education strategies in each subject area.	1	2	3	4	5
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	1	2	3	4	5
38. follow-up activities to see where our students are 1 and 5 years after graduation.	1	2	3	4	5
39. teacher support for career education efforts.	1	2	3	4	5
40. administrative support for career education efforts.	1	2	3	4	5
41. parent support for career education efforts.	1	2	3	4	5
42. community support for career education efforts.	1	2	3	4	5
43. counselor support for career education efforts.	1	2	3	4	5

- Darken the 0 under the number on the answer sheet that corresponds to your response on the following items:

44. With which grade levels are you primarily involved?

1. K-3
2. 4-6
3. 7-9
4. 10-12
5. all of the above
6. VTAE institute or 2-year college
7. 4-year college/university

45. How many years of counseling experience do you have?

1. first year
2. 2-3
3. 4-5
4. 6-10
5. 10-15
6. more than 15

46. Please write other needs, comments, suggestions and concerns about career education at the bottom of the answer sheet.

Thank you for responding. Please return the completed answer sheet in the enclosed postage-paid envelope to:

Career Education Supervisor
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by: ______________________
(date)

REFERENCES AND RESOURCES

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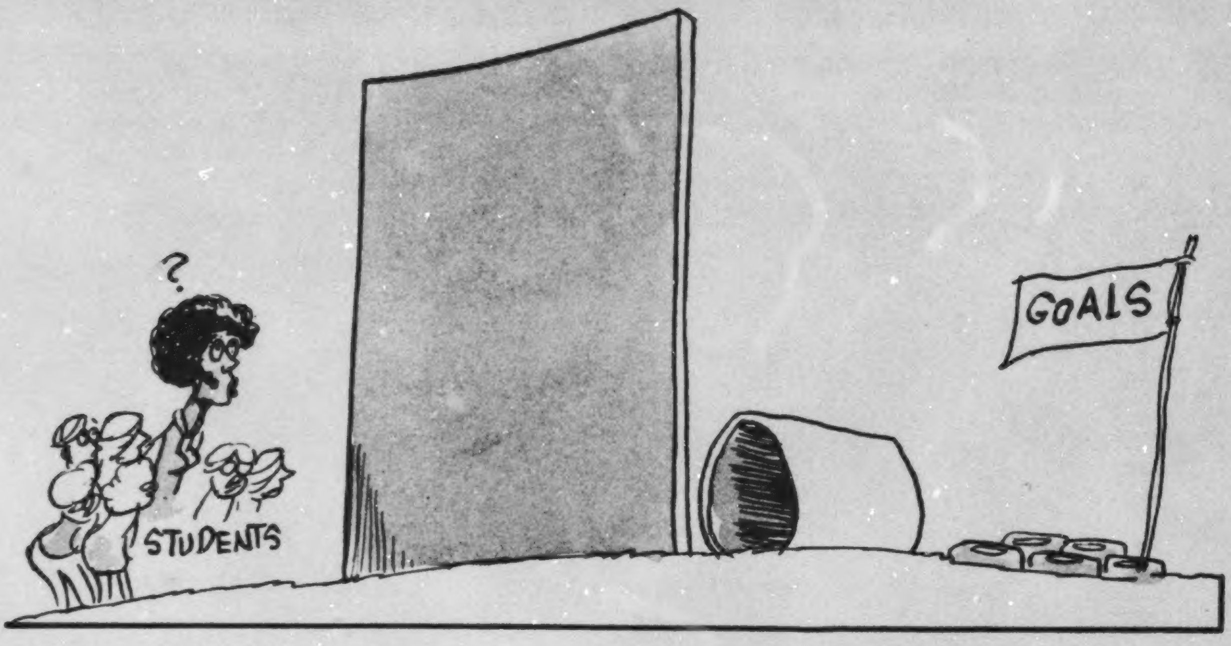
Wisconsin State Plan for Career Education. Wisconsin Department of Public Instruction, Wisconsin Board of Vocational, Technical and Adult Education; Wisconsin Association of Independent Colleges and Universities; University of Wisconsin System. June 1977.

SETTING OBJECTIVES



INTRODUCTION

Setting objectives means organizing and stating needs in a usable or applicable manner. Assessed and prioritized needs by themselves may provide you with some interesting information, but such information is merely data until it is structured into workable terms such as objectives.

Objectives are also necessary for defining a program's success. They should be both measurable and achieveable. If stated in performance terms, objectives are a benchmark available to both students and the counselor to serve as a basis for evaluating career guidance procedures or considering alternatives available in the future.

The following section discusses the distinction between goals and objectives, the components of behavioral objectives, the application of objectives to the cognitive, affective and psychomotor domains as well as illustrations of objectives used in career guidance.

DEFINING OBJECTIVES

For purposes of discussion in this section an objective may be defined as a collection of words or symbols that describes an educational intent.[1] A differentiation is made here between the terms goal and objective on the basis of their degree of specificity (Armstrong, et.al., 1970; Ryan, 1968). Within this framework, goals tend to be very broad and general statements open to many interpretations. From goals, objectives can be drawn in clear, precise and measurable terms.

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[1] *Creative Action Counseling Techniques and Useful Strategies.* Phoenix: Arizona Department of Education, 1976, p. 39.

Educational intent may be stated by both students and a program. Students who can state where they are going, how they will get there, and how they will know they have arrived are evidence that the career guidance program is effective. A program which outlines its goals, its procedures and its accountability assessment fulfills the same purpose. Both student and program objectives are necessary for the introduction of a well-rounded and efficient program.

Successfully stated objectives convey the same image to everyone. Whoever becomes aware of the objectives should be able to report accurately the intent of the objective-setters. In general, successful statements of objectives include three pieces of information:

1. *Performance*--What observable behavior or event will be achieved.
2. *Condition*--When or where will the performance occur.
3. *Criterion*--How well or how much must be done or performed.

These conditions do not necessarily constitute criteria for successfully stating objectives. The criterion is agreement among informed observers that the objective has or has not been met. Useful objectives are objectives that:

1. Are conceivable, i.e., are able to be put into words.
2. Are achieveable in the time span under consideration.
3. Are measurable in specific ways other than general or abstract.
4. Are something the person *wants to do* not something he/she "should" do.
5. Are presented without alternatives.
6. Permit people to agree upon when the objectives have been met.

CLASSIFYING OBJECTIVES

You might wish to determine a systematic approach to use of classifying objectives. The chart, Figure II.9, suggests one approach to classifying objectives. Another approach may be merely deciding on the areas which would be covered, or you may wish to employ a more complex conceptual framework.

Massachusetts has recently completed a State Plan for Career Education. Its intent is to provide guidelines for implementation should federal funding become available. Since many of the objectives of career education overlap with career guidance, a listing of the eight goals and objectives of career education is included as an aid in developing localized programs (Figure II.10). An additional set of objectives (Figure II.11) is included from Arizona. They have divided their objectives into the areas of educational, personal/social and occupational.

It should be pointed out that Figures II.9, 10 and 11 deal solely with objectives for students. Objectives for the total career guidance program are more adequately covered in the State's Position Paper on Counseling and Guidance which is included as an Appendix to Chapter 1.

CONCLUSION

An objective is simply the reorganization of a stated need so that one's intent can be measured. Setting objectives is prioritizing and organizing these statements. If you consider the ways in which learning is attained, the domains of behavior of performance, setting realistic objectives is not a very difficult task. In short, objectives should be conceivable, achievable, measurable, desirable, agreeable and presentable.

Now you can begin your next task, program planning. After you have found your goals and set your objectives, most of the labor of the organization and management of your career guidance program has been completed.

Figure II.9
Application of Behavioral Domains

DOMAINS	BEHAVIORS INVOLVED	CONCERN/APPLICATION OF BEHAVIORS	EXAMPLES OF BEHAVIORAL OBJECTIVES
Cognitive	Thinking Knowing Problem Solving	Ability to retain knowledge Ability to understand principles & concepts Ability to apply information or skills and evaluate information	1. Lists types of information needed for career decision-making. 2. Describes a process used in career decision-making. 3. Applies a decision-making process to career choice.
Affective	Attitudes Interests Values Social Adjustment Development of Appreciation	"Specification of behaviors" which reflect individual's feelings toward the material encountered. Specification of behaviors which reflect individual's willingness to act.	1. Shares with parents, friends, teachers, etc. acquired information about selecting a career. 2. Suggests an acquaintance who could serve as a source of information about careers. 3. Elects to take a follow-up course in career development. 4. Voluntarily seeks out reference materials on career development. 5. Persuades friends to become involved in career guidance activities.
Psychomotor	Physical Skill Gross body movements Fine motor movements Speech behaviors Non-verbal communication behaviors	*Note: The behaviors in this area are of minor importance in career guidance programming. The majority of applied behaviors will fall into the cognitive and affective domains.	1. Learns to operate office equipment such as typewriters, mimeograph machines, etc. 2. Improves self-presentation skills through classroom presentations and job interview simulations.

Figure II.10

Massachusetts Goals for Career Education[1]

Component: SELF AWARENESS

Goal 1: Students will become aware of their own aptitudes, abilities, and values and will relate this knowledge to possible career and life roles.

1.1 Students will be provided with opportunities to understand, accept, and respect their own uniqueness in relationship to others and the environment (K-12).

1.2 Students will be provided with opportunities to explore their abilities and limitations at their present maturity level and where appropriate relate this knowledge to possible life and career roles (K-12).

1.3 Students will be provided with opportunities to explore their interests and values at their present maturity level and where appropriate relate this knowledge to possible life and career roles.

1.4 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.

Component: ATTITUDES & APPRECIATIONS

Goal 2: Students will develop an appreciation of and positive attitudes toward possible career and life roles.

2.1 Students will developmentally progress in their appreciation of work and continued learning.

2.2 Students will understand role of leisure and arts in achieving self-satisfaction (K-12).

2.3 Students will recognize and value good work habits (K-12).

2.4 Students will understand the necessity and importance of all types of paid and unpaid work (K-12).

2.5 Students will recognize the relationship between various attitudes toward work and job success and/or satisfaction (K-12).

2.6 Students will value and understand individual differences such as sex, race, cultural and ethnic backgrounds, yet become aware of how stereotyping based upon such individual differences affects career and life roles (K-12).

2.7 School-home-community collaborative efforts will be developed and maintained to aid students in acquiring behaviors which demonstrate an appreciation of and positive attitudes toward possible career and life roles.

Component: CAREER AWARENESS

Goal 3 Students will become aware of a broad range of occupations and career patterns available to them.

3.1 Students will become aware of the variety of occupations to be found in the world of work.

3.2 Students will understand the manner in which occupations relate to the needs and functions of society (K-12).

3.3 Students will understand the relationships between career and life styles (K-12).

3.4 Students will become aware of the legal rights, benefits, and obligations associated with different kinds of occupations (7-12).

3.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.

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[1] Based upon the Massachusetts State Plan for Career Education, June 1978. Implementation of the Plan at the State level is contingent upon future appropriations of federal funds under the Career Education Incentive Act (P.L. 95-207). LEA's are free to delete, adapt, or add to objectives and operational plans as they develop their local plans for career education. The means for obtaining their objectives and the criteria for evaluation will be defined at the local level.

Figure II.10 (Cont.)

Component: EDUCATIONAL AWARENESS

Goal 4: Students will become aware of the relationship between education and career and life roles.

4.1 Students will become aware of the relationship between education and career and life roles.

4.2 Students will become aware of the training and education needed for different occupations.

4.3 Students will be able to relate what they learn in school to different jobs and occupations.

4.4 Students will seek to expand their educational experiences as a means to further their life and career roles.

4.5 Students will become aware that education occurs both in and outside the formal school system and continues for life.

4.6 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.

Component: ECONOMIC AWARENESS

Goal 5: Students will become aware of economic processes and how they relate to personal and societal goals, decisions, and actions.

5.1 Students will become aware of problem solving techniques and work process (K-12).

5.2 Students will become aware of how the international and national economic systems work (7-12).

5.3 Students will acquire basic "consumer skills" (7-12).

5.4 Students will become aware of the impact of changing technology on jobs.

5.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an awareness of economic processes and how they impact on personal and societal goals, decisions and actions.

Component: BASIC COMPETENCIES

Goal 6: Students will become competent in basic skills generally useful for work.

6.1 Students will develop communication skills including reading, writing and speaking useful for work.

6.2 Students will develop computational skills useful for work.

6.3 Students will develop manual perception skills, including basic tool utilization useful for work.

6.4 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate competency in basic skills.

Figure II.10 (Cont.)

Component: EMPLOYABILITY SKILLS

Goal 7: Students will develop employment skills applicable to their developing career pattern.

7.1 Students will recognize the implications of working with or without supervision, independently and with others (K-12).

7.2 Students will develop human relations skills which will help in getting, holding a job and advancing in a career pattern (7-12).

7.3 Students will develop job competencies for a groups of related occupations (7-12).

7.4 Students will develop employment seeking skills (7-12).

7.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire employment skills applicable to their developing career pattern.

Component: DECISION-MAKING

Goal 8: Students will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

8.1 Students will become aware of the steps involved in the process of rational decision-making (K-12).

8.2 Students will develop skills in gathering information and applying it to the career planning process (7-12).

8.3 Students will learn to apply the decision-making process to the choosing of a possible career and life role (7-12).

8.4 Students will become aware of the need to accept responsibility for their decisions (7-12).

8.5 Students will become aware that career planning is a lifelong process (K-12).

8.6 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire decision-making skills.

Figure II.11

State of Arizona High Priority Outcomes for Career Education

Educational

(1) Each student will be able to locate, use and evaluate major sources of vocational and educational materials.

(2) Each student will be able to list graduation requirements.

(3) Each student will be able to identify the aptitudes and skills necessary for success in those courses and programs available to him/her.

(4) Each student will be able to identify and develop the skills necessary to enter his/her specific vocation or program of advanced education.

Personal/Social

(1) Students will apply knowledge of positive characteristics to develop realistic achievement goals.

(2) Students will identify how their present attitudes, values, standards, characteristics and goals are interrelated and contribute to an understanding of their life orientation.

(3) Students will identify their current interests, abilities and life goals.

(4) Students will demonstrate an understanding of positive characteristics and achievements by defining these two terms.

(5) Student will improve his/her ability to develop relationships with others and to have more friends.

(6) Students will develop an understanding of how the classes now fit their abilities, interests and goals.

(7) The students will be able to demonstrate that they have increased their recognition of their achievements.

(8) Students will be helped to realize the need for goals and the role of the decision-making process in determining individual life styles.

(9) Students will be able to identify five activities available to them that match their skills and interests.

(10) Students will be more able to bring their beliefs and actions into harmony.

(11) Students will have an increased understanding of and respect for groups and individuals.

(12) Students will apply decision-making process to their own lives.

(13) Each student will demonstrate awareness of personal counseling services available on campus.

(14) Each student will demonstrate awareness of different personality types.

(15) Students will identify social groups available to them on campus.

(16) Each student will demonstrate awareness of social group characteristics.

(17) Each student will demonstrate an awareness of people's varying roles in society.

(18) Each student will be able to identify alternative life-style possibilities.

(19) Each student will demonstrate awareness of the communication skills (verbal and non-verbal) needed for effective functioning in society.

(20) Each student will demonstrate awareness of skills needed for achieving independence in the adult world.

(21) Each student will demonstrate a positive "self-image" as related to being a friend.

Occupational

(1) Students will demonstrate skills in gaining employment by completing application letters, personal data, sample applications and demonstration interviews.

(2) After locating and studying career and educational information, students will be able to discuss economic rewards and personal satisfactions; experience and educational requirements; and appropriate educational alternatives (type, locations, entrance requirements, cost and length of training).

(3) Students will know what various jobs are like and how their special talents and interests will help them do these jobs.

(4) Each student will be able to develop and plan for the attainment of tentative educational vocational goals.

(5) The students will understand their abilities, interests and other characteristics to facilitate more realistic career explorations.

(6) The student will know more about various educational and vocational opportunities that are available.

(7) The student will explore in depth, three long-range goals in relation to decisions and choice points in order to select a primary and secondary long-range vocational goal.

(8) The student will be familiar with some ways in which the availability and/or desirability of vocational opportunities are being influenced by trends resulting from social, economic and technological factors.

(9) The student will identify important educational and vocational alternatives and the points in time when it is probably best to consider them; and recognize that the selection of some alternatives will open the most doors.

(10) Each student will be able to identify his/her strongest aptitudes.

(11) Each student will identify career strengths and weaknesses.

(12) Each student will explore alternative curricular areas that relate to career interests.

(13) Each student will identify off-campus opportunities for job exploration available while still in high school.

(14) Each student will identify tentative goals based on interests and abilities.

(15) Each student will identify job families that relate to interests.

(16) Each student will identify skills now in use that will be a part of his/her working self.

(17) Each student will list sources of information for work opportunities in the community.

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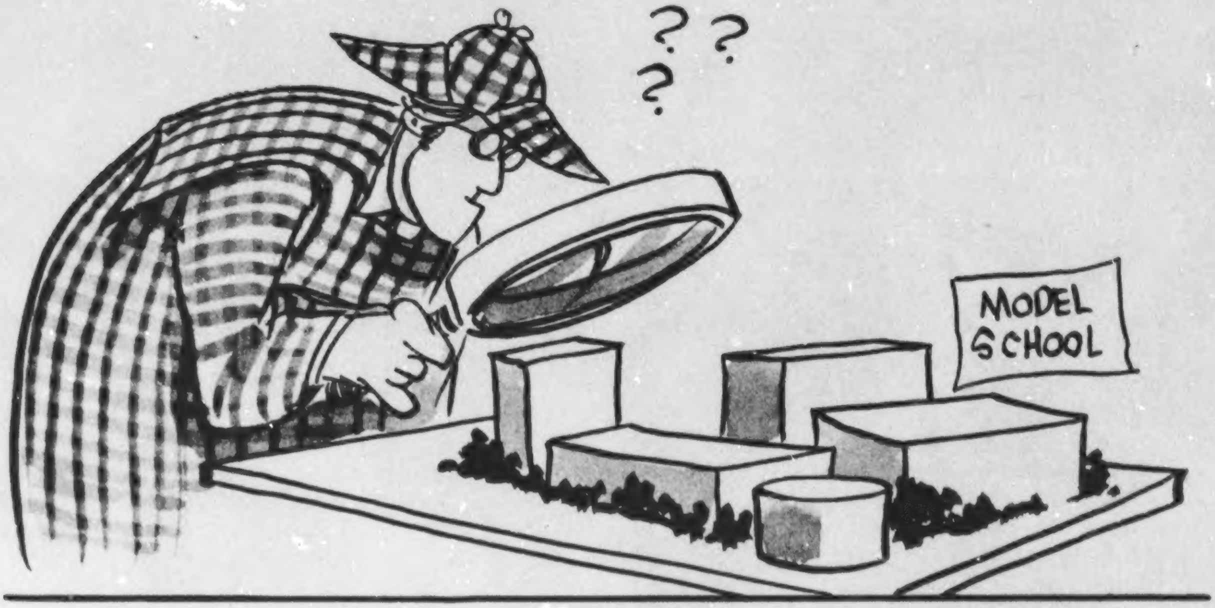
EVALUATION



INTRODUCTION

Evaluation is the process of describing each portion of your program or activity in terms of how well its objectives have been met. As one would assemble a jigsaw puzzle, you as an evaluator fit each of these pieces together to form a complete picture. As you look at your picture, you will recognize pieces that require improvement and you can begin to plan and implement change. Evaluation is an ongoing process providing you with the ability to recognize your program and make it more effective.

Briefly, the basic purposes of an evaluation are:

1. To provide information for making decisions for your career guidance program's expansion and/or development.
2. To assist administrators, counselors, teachers, students, parents and community members to develop a shared understanding of your career guidance objectives and activities and their individual responsibilities for the implementation of the total program.
3. To assist administrators, counselors and teachers to improve their own guidance practices and techniques.
4. To organize information which can be communicated to school and community members concerning the outcomes, activities, needs and values of the career guidance program: in other words, to form the pieces of your program's "big picture."

Within evaluation there are a number of terms which can be confusing, such as "process evaluation" and "product evaluation," "formative evaluation" and "summative evaluation." The following definitions will help clarify these terms:*

> Process or Formative Evaluation--that type of evaluation which provides periodic feedback to persons responsible for implementing plans and procedures. It has three objectives: 1) to detect or predict defects in the procedural design or its implementation stages; 2) to provide information for programmed decisions; and 3) to maintain a record of procedure as it occurs.
>
> Product or Summative Evaluation--the type of evaluation which measures and interprets attainments at the end of the product cycle and as often as necessary during the project term. It assesses the extent to which ends are being attained with respect to change efforts within the system.

Both types of evaluation are important and should be considered in an overall evaluation design. However, it should be noted that process evaluation is more important in the early stages of program development in order to head off and remedy problems early in the process. As the program becomes less exploratory and more structured, product evaluation increases its importance. Both types are critical to overall evaluation, since the first product evaluation should be supported by the process evaluation.

PROCEDURE

Procedures for evaluation are quite similar to a management by objectives model. You must first have your program's needs assessed and prioritized and your objectives set. Then, you may wish to follow these steps. (See Figure II.12):

Step 1: Form an Evaluation Committee

Members of this team should represent administrators, teachers, students, community representatives, parents, and, of course, counselors. A picture of your committee and news release would be appropriate at the start of the process and could meet the Massachusetts regulations regarding public notice of research activities. This is also excellent public relations for the school system.

Step 2: Decide your Purposes: Your Objectives

Those who are involved with the program, the students, teachers, counselors, administrators, parents, and community members, are the most important and their needs should be met. You should place a strong emphasis on which objectives are the most important to achieve.

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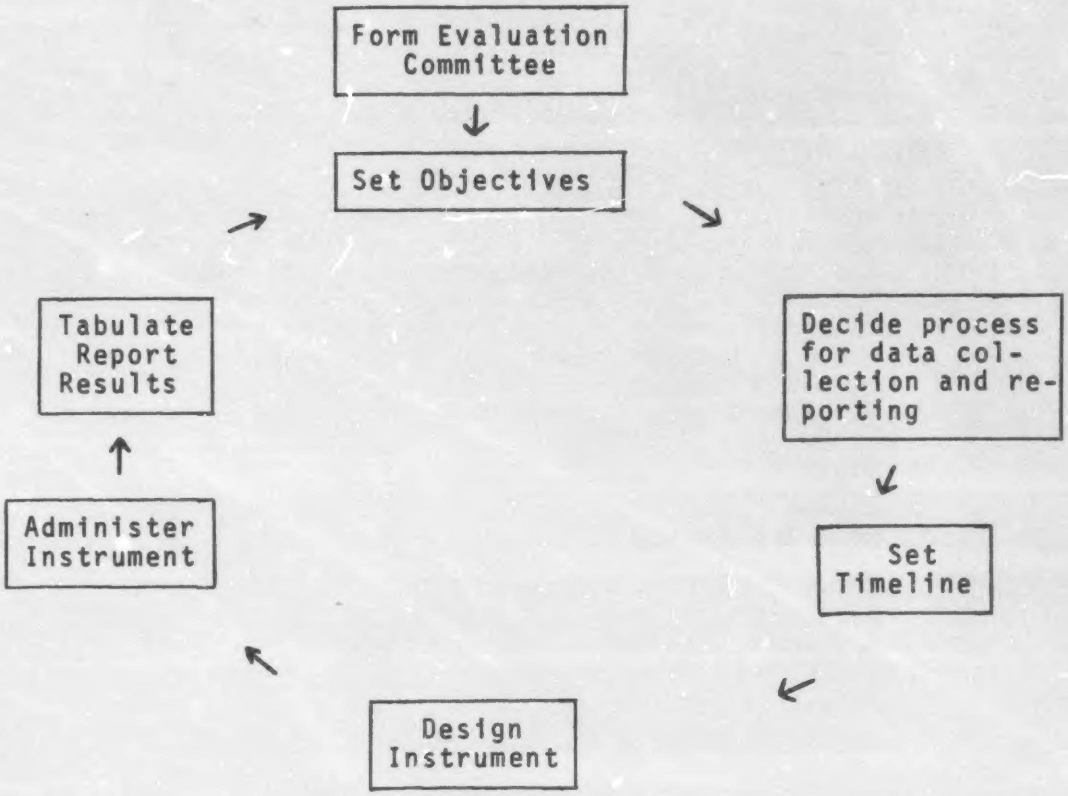
*From Daniel Stufflebeam, et al., *Educational Evaluation and Decision-Making*, (Itasca, Ill,: Peacock Publishers, 1971), pp. 353-355.

Figure II.12

An Evaluation Process


Form Evaluation Committee
Set Objectives
Decide process for data collection and reporting
Set Timeline
Design Instrument
Administer Instrument
Tabulate Report Results

Step 3: Decide How the Results are to be Reported

Are grade level print-outs, male-female results, academic-non-academic listings, etc. desired? The type of report you wish to make will determine the best way of collecting information about the extent to which your program achieved its objectives. Each separate group of respondents may be identified by a code number on the answer sheet. This provides you with an opportunity to ask several questions of your sample and have them summarized at no additional cost.

Step 4: Set a Time Schedule and Assign Responsibilities to Your Team for Carrying Out the Activities

It is important to do this early in the process in order to ensure that your activities will be completed on schedule.

Step 5: Design Your Instrument

Figures II.13, II.14 and II.15 are samples of instruments which have been used by some schools in the Commonwealth. They may be helpful to you when designing your own. Modification of these instruments can be used for groups other than students, such as teachers, administrators, parents, or community. Remember, the instrument you use should respond to the level of interest and the attention span of your survey population. Often fewer questions more effectively achieve the same goal.

Step 6: Administer the Instrument

(See the preceding section entitled "Needs Assessment," Guidlines for Conducting a Survey.)

Step 7: Tabulate and Report your Results

The sooner this is done after the administration of your instrument, the more welcome it will be. Efficiently conducted and rapidly reported evaluations encourage support and cooperation from others, as well as provide a great boost to morale. You may also wish to provide another news release, announcing the completion of your study--if not your results.

Step 8: Set Your New Objectives

The process has now gone full cycle. To this degree an evaluation is like another needs assessment in that it highlights new problems or issues. Through a continual feedback mechanism of evaluation a career guidance program can remain responsive to its clients.

Note: Other useful instruments to review are the MEAMEG Kit for Evaluating Guidance Program Effectiveness from the New England Association for Measurement and Evaluation in Guidance (APGA chartered) and the Counselor Evaluation by Objectives information. Career Guidance Specialists in the Regional Education Centers have information on obtaining these documents.

OUTCOMES

Some tangible and concrete products may result from this evaluation-based model.

1. Needs assessment studies may come to be expected each year.
2. A career guidance and planning guide will be used as an authoritative reference.
3. An operations manual will necessitate yearly input and interaction.
4. An evaluation report may become an end-of-the-year accountability project.
5. Various press releases will be disseminated to appropriate people and news agencies highlighting appropriate and interesting results.

In addition to these tangible outcomes, a number of intangible elements may emerge. The staff may have a feeling of confidence in meeting program responsibilities, an openness in sharing information about the program in school and community, and a direction for professional growth and competence.

Finally, remember that evaluation is a part of a systematic process of finding out if your program has been fulfilling your needs, if not, why not, and, regardless of success, recommendations for improvements.

SUMMARY

Evaluation is assessing the progress or outcomes of your career guidance programs so that you know how well its objectives have been met [illegible]rough establishing an ongoing evaluation process you can make timely a[illegible]ective program changes. Briefly stated the purposes of evaluation are:

- to provide information for decision-making;
- to assist school and community members in developing a shared understanding of your career guidance program;
- to assist others in implementing their own guidance practices and techniques; and
- to keep the "big picture" of your program before the school and community.

In conducting an evaluation there are some recommended steps. These include forming an evaluation committee, setting objectives, determining how results are to be reported, setting a timetable and responsibilities, designing instrument, conducting and reporting results.

Regular evaluation studies are a helpful tool to developing school and community acceptance of your career guidance program. They can also create an atmosphere of professional responsibility and an openness of program sharing. However, in the final analysis, evaluation is a way of determining if you did what you set out to do.

Figure II.13
Guidance Services

For purposes of organization and description, the guidance program is divided into sets of "services." These services must be well coordinated if the guidance program is to contribute effectively to the attainment of the school's objectives.

A. COUNSELING, SMALL-GROUP PROCESSES, AND CONSULTATIONS

Qualified counselors assist students in their planning, decision-making and personal development, individually through counseling, and collectively through small-group processes. To promote the effectiveness of their efforts, counselors consult with teachers, parents, and others significant in the lives of the students.

Checklist

Counseling and small-group processes:

1. Complement each other, neither displacing the other .... na 1 2 3 4 5
2. Are differentiated from advisory, punitive, or other relationships based on threat ...... na 1 2 3 4 5
3. Help students to become increasingly self-directive in planning, decision-making, and personal development .... na 1 2 3 4 5
4. Are concerned with all phases of student development as they relate to educational and vocational development, planning, and decision-making .... na 1 2 3 4 5
5. Recognize the responsibility of students and their parents for making decisions and accepting the consequences of their decisions na 1 2 3 4 5
6. Are available to students on several bases, such as personal request, counselor-initiated contacts, and referrals from teachers, parents, administrators, and community agencies .... na 1 2 3 4 5
7. Are available to students on a continuing basis .... na 1 2 3 4 5
8. Are available to students during the school day and at other designated times .... na 1 2 3 4 5
9. Are conducted by counselors who are professionally qualified and observe high ethical standards .... na 1 2 3 4 5
10. Have facilities and equipment available that provide privacy for students as well as security for the counselors' memoranda about students .... na 1 2 3 4 5
11. Are explained periodically to students, teachers, administrators, and others .... na 1 2 3 4 5
12. Are provided in languages other than English when necessary .... na 1 2 3 4 5

Conferences:

13. With teachers, parents, and others are held to share information and gain mutual understanding about the students who enlist their assistance .... na 1 2 3 4 5
14. Are provided during both school time and other designated periods of time. School time may be used for home visitations...... na 1 2 3 4 5
15. Are provided with facilities that ensure privacy .... na 1 2 3 4 5
16. na 1 2 3 4 5

Supplementary Data

Evaluations

a) To what extent are counseling and small-group processes available to students when desired and needed? .... na 1 2 3 4 5

b) How effective are counseling and small-group processes in assisting students toward higher levels of educational and vocational development, including planning and decision-making abilities? .... na 1 2 3 4 5

c) To what extent are students, parents, teachers, and administrators aware and supportive of counseling and small-group processes? .... na 1 2 3 4 5

d) To what extent are conferences initiated by counselors and sought by students, teachers, parents, and others? .. na 1 2 3 4 5

e) How effective are conferences in enlisting the efforts of teachers, parents, and others in cooperative activities? .. na 1 2 3 4 5

Comments

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EVALUATIVE CRITERIA
Fifth Edition

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Figure II.13 (Cont.)

B. THE STUDY OF STUDENT DEVELOPMENT

Comprehensive information about students is essential to an effective guidance program. This information is most useful when it is developmental in nature, gathered cumulatively from preschool through postschool for each student. This information needs to be systematically recorded, effectively and ethically used, and, periodically, sifted and brought up to date.

Checklist

1. The sources of information are comprehensive and reliable (check those used): .... na 1 2 3 4 5
   - ______ Records from schools previously attended, including elementary schools.
   - ______ Appropriate tests of scholastic abilities, achievement, special aptitudes, and educational progress.
   - ______ Inventories of educational-vocational interests and aspirations.
   - ______ Interviews.
2. The physical status and special characteristics of each student are studied by means of periodic, professional, physical examinations .... na 1 2 3 4 5
3. Interviews by school counselors are used to verify and augment information gained by other means .... na 1 2 3 4 5
4. Appropriate information gained by teachers and other staff members is accumulated in the student's personnel folder .... na 1 2 3 4 5
5. Information regarding each student's social adjustment, aspirations, and values is gathered and recorded by means that protect the student's right of privacy .... na 1 2 3 4 5
6. The information for student personnel folders is carefully selected for its significance and recorded by professionally competent persons to ensure accuracy and confidentiality .... na 1 2 3 4 5
7. The information recorded provides a developmental view of students which can be interpreted to students, parents, and other authorized persons who can use it constructively .... na 1 2 3 4 5
8. Counselors furnish teachers with information about students' characteristics and needs, both systematically and in response to special needs .... na 1 2 3 4 5
9. Professional persons inside and outside the school, to whom students are referred by counselors are provided information gathered by the school .... na 1 2 3 4 5
10. Case studies and case conferences are used to collate, interpret, and apply the information about students .... na 1 2 3 4 5
11. Professional staff members periodically sift and assess information about students to keep it up to date and valid .... na 1 2 3 4 5
12. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population .... na 1 2 3 4 5
13. The collection and dissemination of student information comply with the Family Education Right to Privacy Act .... na 1 2 3 4 5
14. na 1 2 3 4 5

Supplementary Data

1. Describe additional methods used by the school in gathering information about its students.

Evaluations

a) How completely does the school use the sources and means available to it in gathering information about its students? .... na 1 2 3 4 5

b) How well is the right of privacy of students and the professional interpretation of information guarded? .... na 1 2 3 4 5

c) How effectively is appropriate student information made available and used by authorized persons? .... na 1 2 3 4 5

Comments

Figure II.13 (Cont.)

C. INFORMATION FOR EDUCATIONAL AND VOCATIONAL PLANNING

Checklist

1. Provisions are made for collecting, organizing, and disseminating current educational information, such as descriptions of the following (check those in current use): .... na 1 2 3 4 5
   - ______ Opportunities within the school itself.
   - ______ College and junior college programs.
   - ______ Vocational and trade school programs.
   - ______ Apprenticeship programs.
   - ______ On-the-job training programs.
   - ______ Adult education programs.
   - ______ Correspondence schools.
   - ______ Financial aids for all types of educational opportunities.
2. Provisions are made for collecting, organizing, and disseminating current occupational information, such as descriptions of the following (check those in current use):. na 1 2 3 4 5
   - ______ National occupational trends.
   - ______ Current local job market trends.
   - ______ Agencies and people that can be used as resources about occupations, industries, placement, training, and work in general.
   - ______ Community sources of information about job opportunities.
3. Provisions are made for counselors to use school time to meet with representatives of educational institutions, industries, and unions .... na 1 2 3 4 5
4. Provisions are made for the use of educational and occupational information in regularly scheduled classes, special courses, and student activities .... na 1 2 3 4 5
5. Counselors use occupational and educational information in counseling and small-group processes both for informational purposes and to help students explore and develop understanding about educational and work roles .... na 1 2 3 4 5
6. Informational materials are available for frequent use by students, staff members, and other interested adults..................... na 1 2 3 4 5
7. Provisions are made for the collection and use of follow-up data on graduates for educational and vocational planning .... na 1 2 3 4 5
8. na 1 2 3 4 5

Supplementary Data

Evaluations

a) How adequate, accessible, and well organized are the informational resources available to students, counselors, teachers, parents, and others? .... na 1 2 3 4 5

b) How effectively are informational resources used in classrooms, activities, and with individual students? .... na 1 2 3 4 5

c) How well are students, teachers, and others acquainted with sources of information for educational and vocational development and adjustment and the use of these sources? .... na 1 2 3 4 5

d) How effectively are follow-up data on graduates used for educational and vocational planning? .... na 1 2 3 4 5

Comments

Figure II.13 (Cont.)

D. EDUCATIONAL AND VOCATIONAL PLACEMENT

Placement activities are designed to meet the needs of students, dropouts, and graduates. These activities are not imposed upon the students, but are a culmination of counseling, individual study, work experience, and other guidance services.

Checklist

1. Students are assisted in planning a meaningful program of studies, including informal student activities leading to appropriate educational and vocational placement........ na 1 2 3 4 5
2. Assistance is given to the arrangements for work experience, part time and full time during vacation, in relation to educational, vocational, and economic needs...................... na 1 2 3 4 5
3. Students are assisted in making choices involving placement (a) as students, (b) at the point of dropping out of school, and (c) upon graduation.................................... na 1 2 3 4 5
4. Students are assisted in finding information about future employment and education.... na 1 2 3 4 5
5. The members of the guidance staff cooperate with employers and community agencies concerned with job placement .... na 1 2 3 4 5
6. The guidance staff helps provide leadership in solving problems in the area of placement na 1 2 3 4 5
7. na 1 2 3 4 5

Evaluations

a) How adequately are educational placement needs of students being provided? .... na 1 2 3 4 5

b) How satisfactorily are students assisted in finding appropriate jobs? .... na 1 2 3 4 5

c) How well are the school's placement services coordinated with those of other agencies? .... na 1 2 3 4 5

E. RESEARCH AND EVALUATION SERVICES

Prerequisite to improvement is clear knowledge of both present strengths and weaknesses. In addition, knowledge gained through research can contribute to the improvement of guidance.

Checklist

1. A plan for an annual evaluation of the guidance program is in existence .... na 1 2 3 4 5
2. The plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators.................. na 1 2 3 4 5
3. Annual reports of evaluation results are prepared for the faculty and administration of the school.. na 1 2 3 4 5
4. Research in the school is based on a planned program of research rather than a series of separate research projects...................... na 1 2 3 4 5
5. The research plan includes action research, descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration.................................... na 1 2 3 4 5
6. Experimental research designs are of such a nature as to make replication possible in other settings.. na 1 2 3 4 5
7. na 1 2 3 4 5

Evaluations

a) To what extent is a systematic program of evaluation of guidance services in effect? .... na 1 2 3 4 5

b) How adequate is the design for evaluation of the program of guidance services?.. na 1 2 3 4 5

c) To what extent is a planned research program included in the program of guidance services?........................ na 1 2 3 4 5

d) How adequate are the research designs being used? .... na 1 2 3 4 5

e) To what extent are results of research and evaluation studies being utilized? .... na 1 2 3 4 5

Comments

Figure II.14

Guidance Program Evaluation - Student Survey

This survey is for the purpose of collecting information which will be helpful to the guidance program in your school. You and other students are asked to give the information which is needed. A study will be made on how the total group answers each question. It is important that you read each question carefully and answer according to your true opinion. Your answers will give information on how the school can be of better help to students.

Directions

- You will use a pencil to mark your answers on a separate answer sheet. Make all of your marks heavy and black. Fill in each circle completely. Do not use a pen. Mark only one answer for each question. If you wish to change an answer, be sure to erase your first choice completely. Do not make any stray marks on the answer sheet.
- On the answer sheet, print your school's name and today's date.
- (A) In the section on the answer sheet which has a large letter A fill in the space beside the word "STUDENT."

(B) In section B fill in the proper space telling whether you are male or female.

(C) In section C fill in the proper space telling your grade level.

(D) In section D, there is a space for the school code number for your building. Darken the circles representing your six digit code number. Make sure the number you darken is the same number given to you by the counselor.

(E) Do not fill in this section unless instructed otherwise by your counselor. Darken the number on section E of your answer sheet that you are assigned by the counselor. Mark only one space.

DO NOT FILL IN SECTIONS F THROUGH N.

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DIRECTIONS: Turn your answer sheet so that you are looking at the section which has the items numbered 1 through 108. In this booklet there are some questions which you can answer by placing a mark in the proper space beside the numbers on your answer sheet. Answer each question in the following way:

If YES is a better answer than NO, then fill in the circle with Y like this: ● Ⓝ (?)

If NO is a better answer than YES, then fill in the circle with N like this: Ⓨ ● (?)

If you don't know which is better then fill in the circle with the question mark (?) like this: Ⓨ Ⓝ ●

If the question is not a yes-no type, but asks you to choose the best response among several choices, you would mark your answer like this, if C is the better response.

Ⓐ Ⓑ ● Ⓓ Ⓔ

IMPORTANT: Each of the following questions asks for information which is important. Answer the questions as they apply only to the school in which you are now a student. Sometimes you may not be able to give a completely accurate answer by using either a "YES" or a "NO" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. You may now go ahead and answer the questions.

1. Have you ever had an individual conference with the counselor this school year?
2. Have you ever been with a group or class of students when the counselor gave information about selecting subjects for the next year?
3. When you take a standardized test, do you know why you are taking it?
4. Is it easy for students to get books or pamphlets in this school which have information about jobs?
5. Does the counselor know some people outside your school who can help students with special needs in their families?
6. Does the counselor spend too much time trying to help students get into college?
7. Is the counselor too busy to help you?
8. Would a conference between the school counselor and your parents be helpful?
9. Does your school have information on jobs that graduates from this school obtain?
10. Do you know what job opportunities are closely related to your interests?
11. Have you made the best choice of subjects for this year that you could have made?
12. Should everybody get a college education?
13. Do you know how to study well?
14. Does this school have a lot of rules which are confusing to you?
15. Do you know what school subjects are related to your abilities and interests?

16. Do you think that students should try to fail a subject?
17. Does the counselor listen to your ideas?
18. Have you ever been with a group or class of students when the counselor talked about choosing a college or some other education after high school?
19. Do your school records include information about your interests and activities?
20. Have any of the school's books or pamphlets on colleges or other schools ever been of help to you?
21. Are there people in the community who have come into your classroom to discuss the particular occupations in which they are employed?
22. Do you know what steps a person needs to take to get into college or some other school?
23. Can a student talk with a counselor without being heard or interrupted by someone else?
24. Have your parents had a conference with the counselor in this school?
25. Does your school have information on where graduates from this school go for additional education after high school?
26. Have you had an opportunity to explore your abilities and interests as they relate to job opportunities?
27. Do you know how a student might get help in deciding which school subjects he should pick for next year?
28. Do you know about any two year technical schools in Ohio?
29. Can you study well while you are in school?
30. Do you know what job opportunities are closely related to your abilities?
31. Do you think that teachers should try to make their classes interesting?
32. Do you believe that the counselor is really interested in you?
33. Has the school ever arranged for you to visit an industry or business in your community?
34. Do you have a need of some kind which the counselor does not know about but probably should?
35. Have any of the school's books or pamphlets on occupations ever been of help to you?
36. Has the counselor ever suggested that you talk to a teacher about a particular concern?
37. Do you know what steps you need to take to get a job?
38. Is the counselor responsible for finding out why students are absent from school or a class?
39. Do most teachers take class time to discuss job opportunities which are related to the subjects they teach?
40. Do you become uneasy and fearful when your parents come to school for a conference?
41. Does your school have information about what students do after graduation?
42. Do you have in mind a second or third choice of careers?
43. Are you now taking a school subject which you don't like?
44. Are you familiar with the different kinds of educational opportunities which are open to high school graduates?
45. Do you like to participate in school activities?
46. Can a good test tell a person what occupation he should enter?

4

47. Would you feel free to talk with the counselor about a personal problem if you had one?
48. Have you ever been with a group or class of students when the counselor talked about career planning?
49. Do you understand your ability and achievement test scores?
50. Does your school have books or pamphlets which can tell a person how to get training to become an auto mechanic, cosmetologist, or some other skilled trade?
51. Have you ever been kept from taking a course because there were too many students in it?
52. If you want to leave school some time during the school day, do you go to the counselor to get permission?
53. Has a teacher ever suggested that you talk to a counselor?
54. Does your school have information about the problems faced by the graduates in transition from high school to employment or further education?
55. Have you learned how to make choices on careers?
56. Are you now taking a school subject which is too difficult for you?
57. Should a student with a C average grade stay away from more education after high school?
58. Do you often study the wrong things for tests?
59. Are you taking part in any extra curricular activities in the school?
60. Are you important enough for other people to respect you?
61. Is the counselor the kind of person who is easy to talk with?
62. Has the information which is kept in your school records ever been explained to you?
63. Is information on jobs available in your school building?
64. Have you ever been put into a class where the other students were too far ahead of you?
65. Would most students be helped by talking with a counselor?
66. Has any teacher helped you individually very much this year outside of class time?
67. Do you understand the relationships between school and work?
68. Do almost all colleges require that a student have at least two years of a foreign language in high school?
69. Do you know somebody to whom you can go to get help when you don't understand what you are studying?
70. Does the counselor understand the ideas of young people?
71. Have you discussed with the counselor your plans after high school?
72. Is information on jobs available in your school library?
73. Does the counselor help students get into a college or some other school after high school training?
74. Is it the counselor's main job to help students who are in trouble?
75. Would you like more individual help from your teachers outside of regular class time?
76. Do you know what kind of training is required for the job which is of most interest to you?
77. Do you have a planned time for studying?
78. Would you quit school if you were allowed?

79. Can you usually get adults in this school to understand your point of view?
80. Does your school have materials giving information about all the subjects and extra curricular activities in the school?
81. Do you use the help of the counselor when you can?
82. Do most teachers take class time to discuss the future educational opportunities which exist in their subjects?
83. Do you know about the kinds of training opportunities which are available to high school graduates?
84. Do you know enough about all the extra curricular activities in school to know in which ones you would enjoy taking part?
85. Is it very easy for you to make friends with those students in this school who are different from you?
86. Do you want more help in the area of occupational planning than you are currently getting from the counselor?
87. Is it easy for you to get in to see a counselor if you want?
88. Do students have any responsibility for making this school a good one?
89. Does the counselor help students find employment?
90. Should every school have at least one counselor who has time to help individual students?
91. Does the counselor tell you what job you should choose?
92. Do you think the counselor knows your name?
93. Do you expect more help from the counselor than what you are getting?
94. Is the guidance office a pleasant place?
95. Does the counselor tell you what decisions you should make?

DIRECTIONS: In the following items, choose the one response which best answers the questions.

96. Which of the following best describes the guidance program in this school?
A. Excellent, B. Good, C. Fair, D. Poor, E. I don't know

What one individual has given you the best help in assisting you to do the following? A. Teacher, B. Counselor, C. Other Student, D. Principal, E. Parent

97. Assisting you to select your school's subjects?
98. Assisting you to plan ways to study better?
99. Assisting you to plan for your future education after high school?
100. Assisting you to plan your career?
101. Assisting you to learn more about yourself?
102. Assisting you to solve a personal problem?

What one individual has given you the best help in assisting you to do the following? A. Teacher, B. Counselor, C. Other Student, D. Principal, E. No One

103. Assisting you to learn about the school when you first came as a new student?

104. Assisting you to learn how you scored on standardized ability and achievement tests?

THANK YOU FOR PARTICIPATING IN THE SURVEY OF YOUR SCHOOL GUIDANCE PROGRAM.

Figure II.15

Guidance Program Evaluation - Teacher Survey

This survey is for the purpose of making a comprehensive and systematic collection of information which will be helpful to the guidance program in your school. You and other teachers are requested to give the information which is needed. A study will be made on how the total group answers each question. No scores will be produced for individuals. It is important that you read each question carefully and answer according to your true opinion. Your answers will give information on how the guidance program can be of better help to students and teachers.

Directions

— You will use a pencil to mark your answers on a separate answer sheet. Make all of your marks heavy and black. Fill in each circle completely. Do not use a pen. Mark only one answer for each question. If you wish to change an answer, be sure to erase your first choice completely. Do not make any stray marks on the answer sheet.

— On the answer sheet, print your school's name and today's date.

— (A) In the section on the answer sheet which has a large letter A fill in the space beside the word "TEACHER."

(B) In section B fill in the proper space telling whether you are male or female.

(C) Do not fill in section C.

(D) In section D, there is a space for the school code number for your building. Darken circles representing your six digit code number. Make sure the number you darken in is the same number given to you by the counselor.

DO NOT FILL IN SECTIONS E THROUGH N.

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Division of Guidance and Testing
65 South Front Street
Columbus, Ohio 43215

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(RETURN SURVEY TO THE DIVISION OF GUIDANCE AND TESTING)

(Go on to the next page)

DIRECTIONS: Turn your answer sheet so that you are looking at the section which has the items numbered 1 through 108. In this booklet there are some questions which you can answer by placing a mark in the proper space beside the numbers on your answer sheet. Answer each question in the following way:

If YES is a better answer than NO then fill in the circle with Y like this: ● Ⓝ (?)

If NO is a better answer than YES then fill in the circle with N like this: Ⓨ ● (?)

If you don't know which is better then fill in the circle with the question mark (?) like this: Ⓨ Ⓝ ●

IMPORTANT: Each of the following questions asks for information which is important. Answer the questions as they apply only to the school in which you are now a staff member. Sometimes you may not be able to give a completely accurate answer by using either a "YES" or a "NO" answer. If you can, however, choose one of these answers which is most nearly correct. Remember only an honest answer will be helpful to the school. If the question is not appropriate or if you do not wish to answer, leave the space blank.

1. Do you have individual conferences regularly with a counselor(s) concerning your students?
2. Are student cumulative records easily accessible to teachers?
3. Does the counselor make the decisions on how students will be grouped into classes?
4. Are out-of-school resources available for the referral of students who have special social or welfare problems?
5. Do you have adequate information about occupations which are related to your teaching field?
6. Does a counselor unnecessarily disrupt instruction time by taking students out of class?
7. Do you have the time to do all the individual counseling which is needed by your students?
8. Do most of your students do the least amount of school work that is possible?
9. Do you take class time to provide information to students about jobs related to your subject field which might be helpful to them in career planning?
10. Do you understand how to interpret the information which is recorded on student records?
11. Has a counselor in this school ever helped you to understand standardized test results?
12. Are the cumulative records helpful in giving you useful information about students?
13. Is the guidance program adequately meeting the needs of students in this school?
14. Have any students been referred to you by the counselor for any special help that you can give them?
15. Is a good job being done of grouping students into appropriate classes?

16. Is a student who has been dismissed from your class because of behavior problems sent to the counselor's office?

17. Do you think that every school should have at least one counselor who has time to help individual students?

18. Do most students need to have pressure applied to them before they do much school work?

19. Are a number of your students getting low grades because they don't prepare well for your tests?

20. Should a school, as much as is practically possible, try to help every student get a good education?

21. Has a counselor in this school ever helped you to obtain career information related to your subject field?

22. Does the school have a program to assist each student to formulate vocational and educational plans?

23. Are guidance informational materials kept in the library?

24. Do teachers participate in deciding how students will be placed into groups or classes?

25. Are the procedures for referring students to the counselor satisfactory to you?

26. Does a counselor usually have biases in favor of certain subjects in the curriculum?

27. Do you have difficulty finding a time when both you and the counselor can get together to talk?

28. Do you believe that counselors and teachers are trying to accomplish similar purposes in the school?

29. Do you have some students in your classes who because of low ability don't belong there?

30. Do you have some students in your classes who don't even belong in school?

31. Do you take class time to discuss with your students the educational opportunities beyond high school which are available in your field?

32. Do you utilize the services of the guidance staff?

33. Can students who take vocational education in high school still go on to a four-year college?

34. Does the counselor usually report back to you concerning a student whom you have referred?

35. Does the school collect the kind of information about students which is helpful to you?

36. Does the school provide students with adequate informational materials which describe the subjects you teach?

37. Do you believe that you understand the purposes which the counselor is trying to achieve?

38. Does the counseling staff have enough assigned guidance time to do the job that should be done?

39. Is there anytime when a counselor has administrative authority over a teacher?

40. Does a counselor tell a student what occupation he should choose?

41. Would most students be helped by talking with a counselor?

42. Do you know the out-of-class interests of most students in your classes?

43. Do you believe that you are aware of the students in your classes who have special learning handicaps or needs?

44. Do you have available approximately thirty minutes each day during which time you could talk individually with students who are having learning difficulties in your classes?
45. Do most of your students study for the purpose of memorizing facts?
46. Do you believe that teachers should participate in the guidance program?
47. Do you think that a good guidance program can be helpful to students?
48. Can an aptitude test tell a student what occupation he should enter?
49. Is there good communication between you and the counselor?
50. Is information available on the kinds of occupations in which the school's graduates are employed?
51. Does the school have adequate informational materials to help students develop how-to-study skills?
52. Do you believe that a counselor should be concerned more with the welfare of the total school rather than the welfare of individual students?
53. Do you believe that you are aware of the students in your classes who cannot read the materials used in your classes?
54. Do you include guidance topics in your classes?
55. Have you given to the counselor information about the objectives and content of your courses?
56. Should most students expect to change jobs a number of times in their lives?
57. Should counselors influence students to make those decisions which seem most logical to the counselor?
58. Have you compared your opinion of your students' learning abilities with their ability test scores?
59. Do you usually try to identify students with guidance needs and refer them to the counselor?
60. Should a school provide only a curriculum for above-average students?
61. Would you be in favor of this school forming a guidance advisory committee composed of teachers, counselors, students, parents, and administrators?
62. Would you be interested in serving on an advisory committee to the school guidance program?
63. Do parents participate in some activities of the guidance program?
64. Does the counseling staff actively participate in curriculum development?
65. Does the school staff meet periodically with the guidance staff to discuss the objectives, activities, and priorities of the guidance program?
66. Is a guidance calendar available to you which lists the planned monthly guidance activities in your school? (i.e., test dates, group guidance.)
67. Does the school provide you the opportunity to meet with parents of your students?
68. Are parents of your students aware of your availability to discuss concerns about their children which might be related to your classes?

THANK YOU FOR PARTICIPATING IN THIS SURVEY OF YOUR SCHOOL GUIDANCE PROGRAM

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FOLLOW-UP

INTRODUCTION

Follow-up is sometimes offered as a specialized form of evaluation--a long-term evaluation of the program outcomes. Some effects of programs are not immediately apparent and thus require evaluation over an extended period of time. Program goals which emphasize individual development of "self-sufficiency," "independence," "responsibility" or "ability to make decisions" cannot always be assessed upon completion of the program. Many educational programs are criticized because of their "...presentation of short-term behavioral outcomes in specific situations without any evidence of transfer to life situations over a protracted period" (Rothney, 1972). Follow-up studies, though strongly affected by influences of time and spurious information, are necessary to determine the long-term impact of programs. These studies provide reassessment of program intentions and outcomes after the immediate and direct influences.

Follow-up information provides valuable feedback for program modification and evaluation of "effectiveness." However, there are several limitations to follow-up studies: they are time-consuming and expensive; follow-up instruments are often inadequate; and findings are difficult to interpret because of interfering factors (i.e., causal relationships are difficult to substantiate). Most of these limitations can be overcome by careful organization and planning.

FOLLOW-UP STUDY MODELS

Two types of studies are generally used for follow-up: the mail survey and the telephone survey. While one could visit individuals, job sites, assess recent changes in employment data and rely on alumni communication, these two methods appear to be the simplest, least time consuming and cumbersome, and generally most satisfying approaches to attaining follow-up information. Figures II.9 and II.11 are only samples. A follow-up survey must address the services of your particular program.

Also remember that timing is critical. Responses are difficult to get at certain times of the year and it is best to do your research during the "less active" months in the early spring. The frequency of your follow-up studies is important as well. One, five and seven year follow-up studies have proven very successful and provide some very informative results. Following are discussions of the mail and telephone survey, the most commonly used follow-up approach.

THE MAIL SURVEY

There are good reasons why the mail survey is the more common form of survey done today. 1) the respondent's confidentiality is maintained; 2) the written format provides room for graphs, multiple choice, rank ordering and any number of different schemes for attaining data; and 3) the respondent is more likely to respond to a survey when he/she may take it at his/her own convenience.

The mail survey, however, does have its limitations. One of the greatest problems of a mail survey is getting returns. This kind of survey activity requires a good deal of patience in awaiting the response. Then, upon reaching the return deadline date, you may find that you end up with a very small percentage of the population responding. Often those who answer a questionnaire are the individuals on the extreme ends of the attitude, i.e. individuals who are likely to be greatly pleased or highly dissatisfied. A follow-up letter may minimize the likelihood of such a situation by drawing in a wider range of responses.

THE TELEPHONE SURVEY

The telephone survey provides a high percentage of response. Although, while the results are collected easily, informally and in a short period of time, this method requires more time and energy from the survey team. Also, due to its style, it limits the kinds and number of questions which may be asked. If you plan to do a telephone survey, you should remember to keep the questions short and simple and the survey instrument small enough to be completed in no more than three minutes. You should also remember to leave yourself a few minutes after giving the survey for an informal discussion of the activity and to provide the opportunity for the respondents to gather any information they may want about the school and your career guidance resources.

CONCLUSION

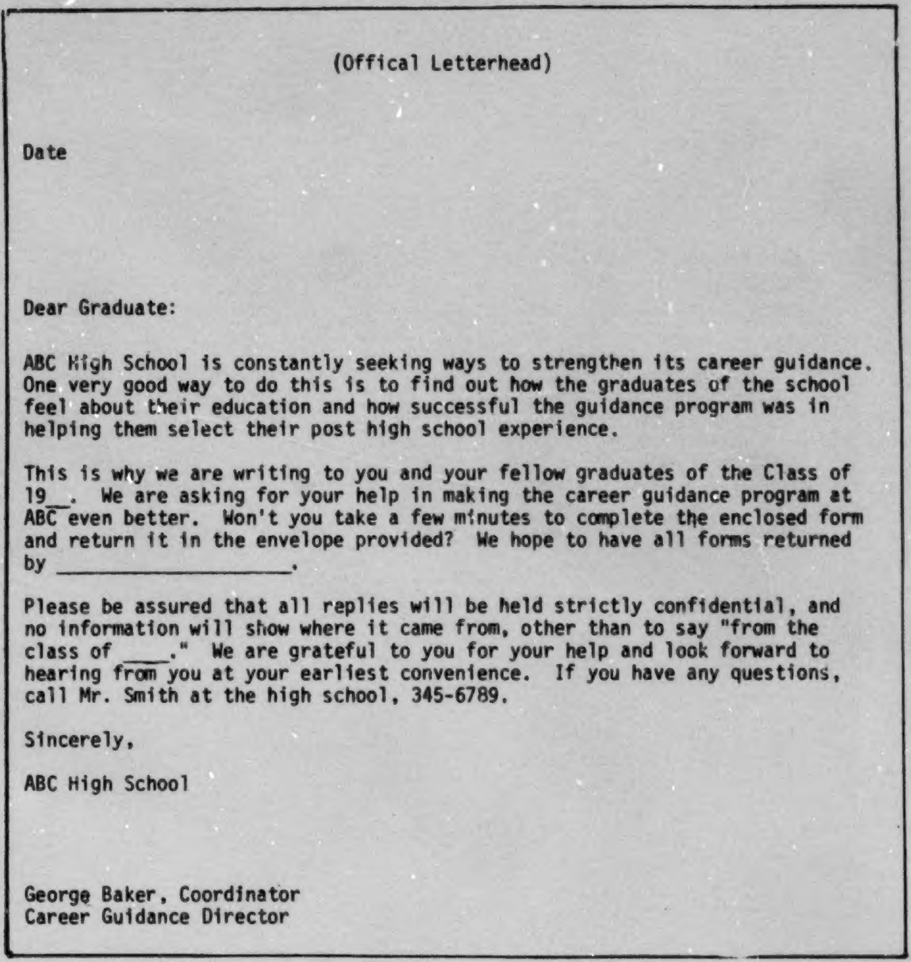
In this section we have been discussing the follow-up process, a specialized form of evaluation whereby long-term knowledge about a program is obtained. Follow-up information provides valuable feedback for program modification. The two most common types of follow-up are mail and telephone surveys. Their limitations are that they are time-consuming, expensive and the results are difficult to interpret because of sampling numbers and many intervening factors. Nevertheless this action is an important step in culminating the planning process.

To this point in the Handbook planning, setting objectives and evaluation have been addressed. Follow-up is acting; it is instituting the ideas and information gathered previously. It is also an important public relations tool if used to share the impact or outcomes of your program.

Follow-up studies are outstanding learning tools. They provide participants with useful insights into the program and themselves. Using this newly gathered knowledge is generally the most enjoyable and fulfilling part of learning. Follow-up is, simply, putting your knowledge to use, setting new goals and achieving greater objectives.

Figure II.16

Sample Cover Letter for Mail Survey



(Offical Letterhead)

Date

Dear Graduate:

ABC High School is constantly seeking ways to strengthen its career guidance. One very good way to do this is to find out how the graduates of the school feel about their education and how successful the guidance program was in helping them select their post high school experience.

This is why we are writing to you and your fellow graduates of the Class of 19__. We are asking for your help in making the career guidance program at ABC even better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by ____________________.

Please be assured that all replies will be held strictly confidential, and no information will show where it came from, other than to say "from the class of ____." We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call Mr. Smith at the high school, 345-6789.

Sincerely,

ABC High School

George Baker, Coordinator
Career Guidance Director

Figure II.17

Career Guidance Follow-Up

I. ABOUT YOU:

Present Age - ( ) Years

Sex - ☐ Female ☐ Male

Marital Status - ☐ Married ☐ Unmarried

II. ABOUT YOUR HIGH SCHOOL EDUCATION:

Year you left High School 19__

Status: ☐ Graduated ☐ Left before Graduation ☐ Earned diploma after leaving

Type of High School Program -

☐ College Preparatory

☐ General Studies

☐ Vocational Studies

Area of Vocational Study -

☐ Agriculture ☐ Health ☐ Trades & Industry

☐ Business/Office ☐ Industrial Arts ☐ None

☐ Distributive Ed. ☐ Occupational Home Economics ☐ Other ______ specify

Did you have a job while in high school - ☐ No ☐ Yes

Were you in a Co-op Program - ☐ No ☐ Yes

III. AFTER HIGH SCHOOL:

Did you attend school after High School - ☐ No ☐ Yes

Type of Schooling -

☐ Full time College ☐ On the job Training ☐ Adult or apprentice

☐ Part time College ☐ Military School ☐ Home Study courses

Did you complete this schooling ☐ Yes ☐ No

IV. ABOUT YOUR FIRST FULL TIME JOB:

How long after High School did you start -

☐ Immediately ☐ 10-12 months

☐ 1-3 Months ☐ 1-2 Years

☐ 4-6 Months ☐ Still not working

☐ 7-9 Months ☐ Married and never employed

☐ Other ______ specify

How did you find the job -

☐ Stayed on job I had in school ☐ Thru friends

☐ High School teacher or Guidance Office ☐ Thru parents

☐ School Co-op or Placement Office ☐ Newspaper ads

☐ Employment Office ☐ On my own

☐ Started my own business ☐ Other ______ specify

Figure II.17 (Cont.)

First Full Time Job (Cont.)

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

was located -

☐ In same town ☐ Out of state
☐ Out of town in state ☐ Out of country

required a relocation of -

☐ None ☐ 51-100 miles
☐ 1-50 miles ☐ 101-200 miles ☐ Over 200 miles

Relation of the job to your High School Education -

☐ Closely related ☐ Slightly related
☐ Fairly related ☐ Not related

How well did High School prepare you for your first job -

☐ Excellent preparation ☐ Fair preparation
☐ Good preparation ☐ Poor preparation

Job Satisfaction -

☐ Very Satisfying
☐ Satisfying
☐ Not Satisfying

Pay Scale -

☐ Under $50/wk
☐ $51-100/wk
☐ $101-150/wk
☐ Over $150/wk

Reason for leaving first job -

☐ Still on the job ☐ More challenge
☐ Laid off ☐ Entered military
☐ Promoted ☐ Entered school
☐ More money ☐ Marriage or pregnancy
☐ Other ______________ specify

V. ABOUT YOUR PRESENT FULL TIME JOB:

What is your current status -

☐ Employed ☐ Unemployed Looking ☐ Unemployed Not looking ☐ Self Employed ☐ Other ______________ specify

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

is located -

☐ In same town ☐ Out of state
☐ Out of town in state ☐ Out of country

required a relocation of -

☐ None ☐ 51-100 miles
☐ 1-50 miles ☐ 101-200 miles ☐ Over 200 miles

Relation of the job to your High School education -

☐ Closely related ☐ Slightly related
☐ Fairly related ☐ Not related

How well did High School prepare you for this job -

☐ Excellent preparation ☐ Fair preparation
☐ Good preparation ☐ Poor preparation

Figure II.17 (Cont.)

Present Full Time Job (Cont.)

Job Satisfaction - ☐ Very Satisfying ☐ Satisfying ☐ Not Satisfying	Pay Scale - ☐ Under $50/wk ☐ $51-100/wk ☐ $101-150/wk ☐ Over $150/wk	Do you think you will leave this job within 1 year from now - ☐ No ☐ Yes ☐ Undecided

VI. FULL TIME EMPLOYMENT HISTORY:

How many full time jobs have you had since High School - ( )

How many of these jobs were related to your High School education - ( )

List all full time jobs since High School -

(If you have had more than six (6) jobs, list the first three and the last three)

- List First Job First and Proceed to the Current or Last Job -

Approximate Number of Months on Job	Job Title

VII. GUIDANCE PROGRAM QUESTIONS:

A. In which ways did you use the Guidance Department? (Check all appropriate answers)

☐ Personal Counseling
☐ Testing
☐ Job Placement
☐ Career Information
☐ Work experience programs
☐ Academic advising
☐ Financial aid information
☐ College application procedures
☐ Military information
☐ Other ______________________

____

(continued on next page)

Figure II.17 (Cont.)

Which service was most useful? ______________________________

Which service was least helpful? ______________________________

Who has influenced you most in your post high school plans?

☐ Parents
☐ Teachers
☐ Counselors
☐ Friends
☐ Religious contacts
☐ Other ____________________

B. What type of encouragement for post high school education have you received?

☐ Encouraged for college only
☐ Encouraged for college or technical or trade school
☐ No encouragement noticed

C. Who was the most helpful to you in making your present career decisions? Indicate the order of importance by numbering 1, 2, etc.

☐ Teacher
☐ Counselor
☐ Parent
☐ Friend
☐ Yourself
☐ Religious contacts
☐ Job contacts
☐ No one

D. Who was the most helpful in exposing you to the ideas of work and different occupations? Indicate the order of importance by numbering 1, 2, etc.

☐ Teacher
☐ Counselor
☐ Parent
☐ Friend
☐ Yourself
☐ Religious contacts
☐ Job contacts
☐ No one

Thank you for your time and cooperation in this Survey.

Figure II.18

Sample Second Follow-Up Letter for Mail Survey

(Official Letterhead)

Date

Dear :

Recently we sent you a career guidance questionnaire asking you to complete it and return it to high school.

It is vital that we receive your form so that our information on how the Class of 19__ feels about their career guidance experiences will be complete. Perhaps you have misplaced the original questionnaire; if so, enclosed is another copy along with a stamped, self-addressed envelope.

Won't you complete the form and return it to high school as soon as possible?

Thank you.

Sincerely,

High School

Coordinator
Career Guidance Director

Figure II.19

Sample Questionnaire - ABC High School
Telephone Survey of Graduates

Name ______________________________ Phone ____________________

Address ____________________________ Year Graduated ____________

____________________________ Male ____ Female ____

1. From what program did you graduate?

____ College Oriented ____ General Studies

____ Other ______________________ ____ Vocational

2. Are you presently employed?

____ Yes ____ No ____ Part-Time ____ Full-Time

3. If employed, did you have vocational training in your employment area?

____ Yes ____ No ____ Partially

4. If not employed, what is the reason?

____ In Military Service

____ Continuing School Full-Time

  ____ 4-Year College

  ____ Vocational School

____ Unable to Find a Job

____ Household/Family Responsibilities

____ Travel or Other Self-Directed Activities

____ Ill Health

____ Other ____________________

____

____

Figure II.19 (Cont.)

5. In which ways did you use the Guidance Department? (Check all appropriate answers)

____Personal Counseling
____Interest Testing
____Job Placement
____Career Information
____Other ____________________
____Academic Advising
____Financial Aid
____College Application Procedures
____Military Information

6. Which service was most helpful? ______________________________

7. Which service was least helpful? ______________________________

8. What additional services would you like to see the guidance program offer?

____

____

____

* *

Date Contacted ____________________

Interviewed ____________________

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CHAPTER III
SCHOOL & COMMUNITY RESOURCES

INTRODUCTION

The cartoon caricature Pogo was once pictured as saying, "Our problem is insurmountable opportunity." Guidance counselors are at the hub of a system in which there are innumerable opportunities to provide resources, information and assistance to students, faculty and others about career guidance. Unfortunately, given all the school and community resources available, these must seem at times like "insurmountable opportunities."

As mentioned in the section on Program Planning (Chapter I, Section A), a critical phase of the planning-implementation cycle is resource assessment. The purpose of this planning element is to identify the resources within the school and community that would be of value to the career guidance program. Given the resources available, plus an understanding of student needs, strategies and programming can result.

ORGANIZATION OF THIS CHAPTER

The purpose of this chapter is to provide you with methods, resources and programs for organizing and using school and community resources. It is divided into four major sections which deal with involvement of the school or community:

- Designing a Resource Directory
- Career Guidance Resources
- Career Resource Centers
- Communicating with the Public

The first section deals with collecting and classifying resources in the areas of material, human, facilitative and organizational. Numerous forms are included as well as suggestions for cataloging these resources.

The second section provides an extensive list of career guidance resources in Massachusetts. Their services are noted in a number of areas, such as counseling, employment, testing, legal assistance, etc. The organization of agencies can serve as a model for developing your own local directory.

The third section discusses organizing and implementing a career resource center. Such a center can serve as the hub for a comprehensive career guidance effort linking many resources in the school and community. Topics cover staffing, location, working with teachers, selecting and cataloging materials, etc.

The final section is on communicating with the public. It is too often assumed that others know what the guidance department is doing. Keeping and expanding career guidance resources hinges on good public relations. This section provides approaches and methods for maintaining good communication with the public.

DEVELOPING A CAREER RESOURCE DIRECTORY

INTRODUCTION

Today's students need both information and an experiential base to make sound decisions about their careers. Within the school and community setting are numerous resources through which students can learn about the work world, career development, employment opportunities and vocational expectations and responsibilities. A resource directory is merely a way of collecting and classifying those resources in the school and community which you might want to call upon to assist you, a teacher or student in some aspect of career guidance.

These resources can be classified into four basic categories: material, human, facilitative and organizational. Each source of information you collect will fall into one of these four categories. A well-balanced directory, one which lists resources of each type, will prove most useful. Following is a description of each of these four types of resources:

MATERIAL RESOURCES

These convey information through prints, audiovisual means and exercises. Printed materials include curriculum guides, textbooks and periodicals. Audiovisual materials, films and filmstrips, cassettes, video tapes, slides, records, transparencies and others, convey their information through sight and/or sound. Exercises provide information through activity: kits, puzzles, tools and games.

HUMAN RESOURCES

These include a wide variety of people: staff members, parents and students all have areas of interest and knowledge valuable to a career guidance program. Community members from government and industry can also provide a good deal of assistance.

FACILITATIVE RESOURCES

Such resources include finances, equipment, supplies and space. Even though education is financed through state and local taxes, other sources for financial assistance and equipment on the local end may be found from business and industries, service agencies and other groups. Additional space may be supplied by churches, Grange halls, lodges, municipal parks and other schools.

ORGANIZATIONAL RESOURCES

These may be more accurately referred to as "organizational sources of resources": church groups and civic organizations, professional and business organizations, the various agencies of local, state and national governments can provide various types of assistance.

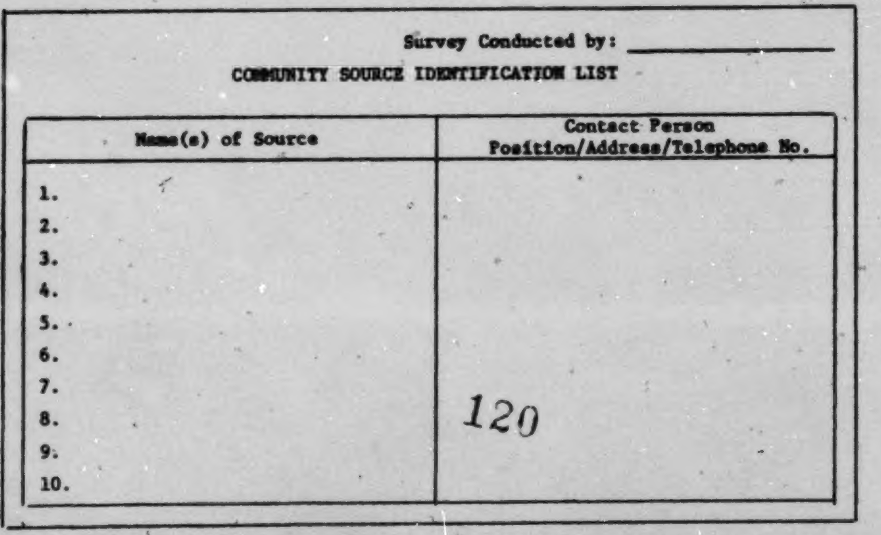
In order to design a resource directory, you must first identify and collect data about your sources; second, construct your catalog; and then manage these resources. Following are procedures for accomplishing these tasks.

DATA IDENTIFICATION

Within your community there are many individuals who can provide information on resources. A Community Source Identification List (See Figure III. 1) can be a helpful tool in organizing your data.

Figure III.1

Community Sources Identification List



Survey Conducted by: ________________

COMMUNITY SOURCE IDENTIFICATION LIST

Name(s) of Source	Contact Person Position/Address/Telephone No.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Resources can be identified through the use of telephone books, local newspapers, and/or any other local directories; contacting sources such as those listed below should provide you with more information:

- Business and professional people
- Industrial corporations
- Labor unions
- Civic organizations
- Youth groups
- Social organizations
- Religious groups
- Senior citizen clubs
- Local colleges & universities
- Women's organizations
- Men's organizations
- Libraries
- Utility companies
- Employment services
- City & County government offices
- District offices of state and federal agencies
- Local community colleges & vocational technical schools
- Libraries and museums

Possible state level sources could include such state agencies as the State Department of Education; the State Board of Education; the State Board of Regents for Education; the State Board of Vocational Rehabilitation; the State Library Board; the legislative, executive and judicial branches of state government; state historical societies; and schools both public and private within the state. There are various ways of identifying these sources. Some suggested tools are the state educational directory, state telephone operator, directory assistance, city directories, state legislators and local members of state associations.

The last set of sources to identify is on the national level. The U. S. senators and representatives from your state or region can provide you with information regarding federal agencies. Other valuable sources are the national research and development labs and centers in education. Federal agencies such as the U. S. Office of Education, the National Institute of Education and the Department of Labor should also be considered as sources of assistance. Keep in mind that almost all federal agencies have a regional office, as well as offices in Washington, that can provide you with services. Many of these names and addresses are included in the "References and Resources" at the end of this section.

DATA COLLECTION

Data collection is most simply accomplished by surveying.

A Staff Personal Data Survey, such as Figure III.2, assesses human resources available in your school system.

At the same time, you may wish to assess Staff Material Resources (Figure III. 3), and Staff Facilitative Resources (Figure III. 4). Sample data collection instruments follow.

Figure III.2
School Staff Survey

STAFF PERSONAL DATA SURVEY
FOR CAREER GUIDANCE RESOURCE DIRECTORY

Name:____________________ School:__________________ School Phone #__________

Please list on the table below your avocational interests and fields of study outside of your teaching field. For each item, complete the appropriate information.

Skills and interests (describe)	Are you able to participate as a human resource Yes	No	Indicate space required	Indicate size of group with which you could work	Indicate time limits

Figure III.3
Staff Survey of Materials

STAFF SURVEY OF MATERIAL RESOURCES FOR
CAREER GUIDANCE RESOURCE DIRECTORY

Staff Member's Name ____________________

Directions: Please complete this form by providing information on materials such as books, lesson plans, kits, etc., which you would be willing to share with other staff. As you list each item below, describe it in less than thirty words using those key descriptors which would explain how the material is valuable to you.

Name of Material	Grade Level				Space Required	Group Size	Time Limits	Only Building Within	Description
	9	10	11	12					

Figure III.4
Staff Survey of Facilitative Resources

Staff Survey of Facilitative Resources for Career Guidance Resource Directory

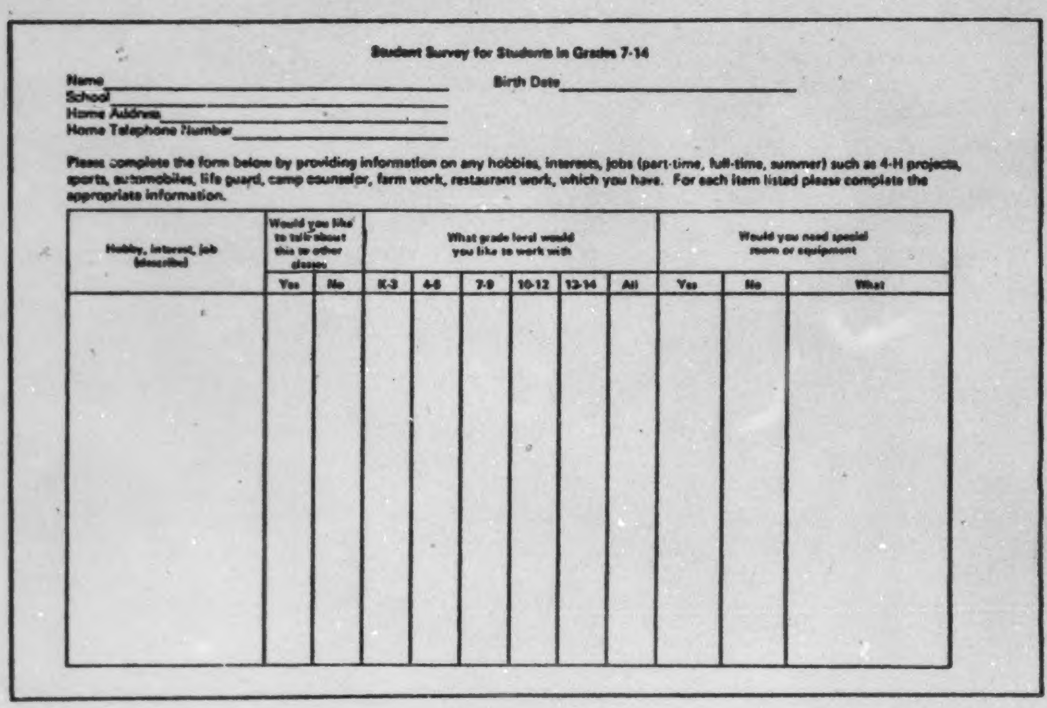
Staff Member's Name____________________

Directions: **Please list equipment located in your area which might be utilized in implementing the career guidance program. Please include all audiovisual equipment (filmstrip projector, film projector, tape recorder, etc.), playground equipment, etc., and indicate the number of each.**

Type of Equipment	Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student surveying may most efficiently be done by teachers or counselors in a classroom. Figure III. 5 is a Student Resources instrument.

Figure III.5
Student Survey Form



Student Survey for Students in Grades 7-14

Name________________ Birth Date________________
School________________
Home Address________________
Home Telephone Number________________

Please complete the form below by providing information on any hobbies, interests, jobs (part-time, full-time, summer) such as 4-H projects, sports, automobiles, life guard, camp counselor, farm work, restaurant work, which you have. For each item listed please complete the appropriate information.

Hobby, interest, job (describe)	Would you like to talk about this to other classes		What grade level would you like to work with						Would you need special room or equipment		
	Yes	No	K-3	4-6	7-9	10-12	13-14	All	Yes	No	What

Parent resources may be assessed by students. A cover letter (Figure III. 6) and Parent Survey (Figure III. 7) may be sent home with your students or mailed with a stamped, self-addressed envelope enclosed in the package.

A community survey can be done in a number of ways. One effective approach is to send a cover letter (Figure III. 8) explaining the project and enlist student aid in delivering and collecting the survey. The personal contact is not only a good public relations activity but also provides you with a greater rate of return. You may, however, wish to survey by mail. Figures III. 9-9D represent forms which could be used to collect community resource information for your career guidance program.

Figure III.6
Sample Cover Letter to Parents

- LETTERHEAD -

Dear Parents,

As you may already know, the ABC High School is involved in a career guidance program. One part of this program is concerned with collecting information on what resources are available for teachers to use to help meet the career development needs of the students. We are sending you the enclosed survey in hopes that you will consider being a resource person.

What is career guidance? Career guidance activities help students at any grade level develop a better understanding of themselves and others. They also provide information on work and leisure so students will be better able to make a good career decision.

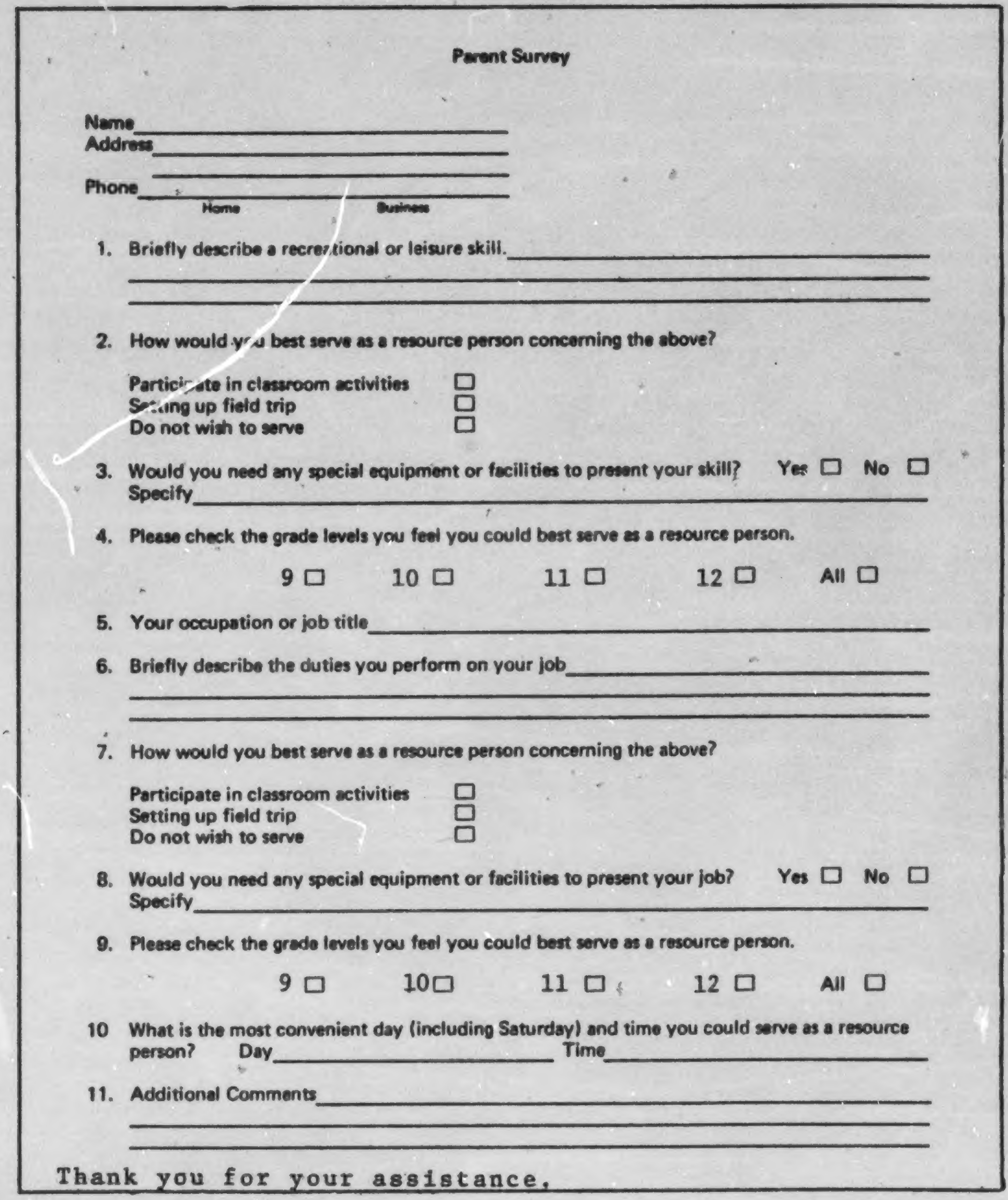
By sharing information about your job, you will help students gain an understanding of different types of work.

Please consider helping us by completing the enclosed form and returning it to school with your child by the end of the week. If you have more than one child in the school, it is not necessary to fill out a form for each. If you have any questions relating to this form, please contact me personally.

Sincerely,

George Baker
Guidance Director

Figure III.7
Parent Survey Form



Parent Survey

Name ______________________
Address ______________________
____
Phone ______________________
Home Business

1. Briefly describe a recreational or leisure skill. ______________________

2. How would you best serve as a resource person concerning the above?
   - Participate in classroom activities ☐
   - Setting up field trip ☐
   - Do not wish to serve ☐

3. Would you need any special equipment or facilities to present your skill? Yes ☐ No ☐
   Specify ______________________

4. Please check the grade levels you feel you could best serve as a resource person.
   9 ☐ 10 ☐ 11 ☐ 12 ☐ All ☐

5. Your occupation or job title ______________________

6. Briefly describe the duties you perform on your job ______________________

7. How would you best serve as a resource person concerning the above?
   - Participate in classroom activities ☐
   - Setting up field trip ☐
   - Do not wish to serve ☐

8. Would you need any special equipment or facilities to present your job? Yes ☐ No ☐
   Specify ______________________

9. Please check the grade levels you feel you could best serve as a resource person.
   9 ☐ 10 ☐ 11 ☐ 12 ☐ All ☐

10 What is the most convenient day (including Saturday) and time you could serve as a resource person? Day ______________ Time ______________

11. Additional Comments ______________________

Thank you for your assistance.

Figure III.8
Cover Letter to Agencies

- LETTERHEAD -

Dear (Contact Person):

(Name of agency) has been identified as a possible source for resources for our Career Guidance Program. Our school would like your assistance for our program's effectiveness. We are attempting to use as many community resources as possible in an effort to make our educational program more meaningful to students and the community.

We are involving students in the collection of our survey data and we would appreciate your cooperation in completing the forms and returning them within a week following the student visit.

We wish to thank you in advance for the time and effort required to help us determine our community resources and put them to use in our school.

The name of the student who will be contacting you is (fill in)_______________ who is a (fill in) grade student at ABC High School.

If you have any further questions regarding our program, please contact me personally.

Sincerely,

George Baker
Guidance Director

Phone: 345-6789

Figure III.9
Community Resource Survey Sheet

Survey Conducted by______________________

Community Resource Survey

Name of Source:__________________________Type of Agency:______________________

Name and Title of Contact Person:____

Address:____

Telephone Number:______________________

I. Material Resource (textual materials, kits, audio-visual materials)

II. Human Resources (persons to visit the school and describe the products, jobs, and products related to your firm or agency)

III. Organizational Resources (visitations and field trips, cooperative programs [placement, work study, specific training programs, i.e., welding, charm, etc.])

IV. Facilitative Resources

A. Equipment—Any equipment such as copying equipment, transportation, chairs, tables, office equipment or office supplies (paper, pencils, dittos) which you might consider giving to or allowing the career guidance program to use.

B. Space—By address, any space which might be available for use by the career guidance program. Indicate size of rooms. List any recreational facilities which might be used, indicate whether indoor or outdoor facilities are available.

C. Financial—Any scholarship programs, foundations, grants, or cash awards which might be available to the career guidance program for purposes of enrichment of the program and students within the program.

Complete the accompanying survey sheets (one for each resource) which would be available to the school's career guidance program. Be sure all contact people listed are the ones that would be contacted to obtain the resource.

Figure III.9A
Community Materials Resource Survey Sheet

Materials Resource Survey Sheet

Name of Source ______________________________

Name and Title of Contact Person ______________________________

Address ____________________
____
____

Phone ____________________

Title of Resource ______________________________

Description (in 20 or 30 words) ______________________________
____
____
____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required ______________________________
____

When Available ____________________

Group Size ____________________

Instructions for Obtaining Resource ______________________________
____
____

Cost ____________________ **Time Limits** ____________________

Figure III.9B
Community Human Resource Survey Sheet

Human Resource Survey Sheet

Name of Source ____________________

Name and Title of Contact Person ____________________

Address ____________________
____
____

Phone ____________________

Name and Title of Resource Person ____________________

Description of Activity ____________________
____
____
____

Check appropriate grade levels: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required ____________________
____

When Available ____________________

Group Size ____________________

Instructions for Contacting and Obtaining Resource Person ____________________
____
____

Cost ____________________ **Time Limits** ____________________

Figure III.9C
Community Organizational Resources Survey Sheet

Organizational Resources Survey Sheet

Name of Source ____________________

Type of Agency: Social ☐ Service ☐ Educational ☐ Religious ☐ Government ☐

Name and Title of Contact Person ____________________

Address ____________________
____
____

Phone ____________________

Title of Resource ____________________

Description (in 20 or 30 words) ____________________
____
____
____

Check appropriate grade level: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Equipment or Space Required ____________________
____

When Available ____________________

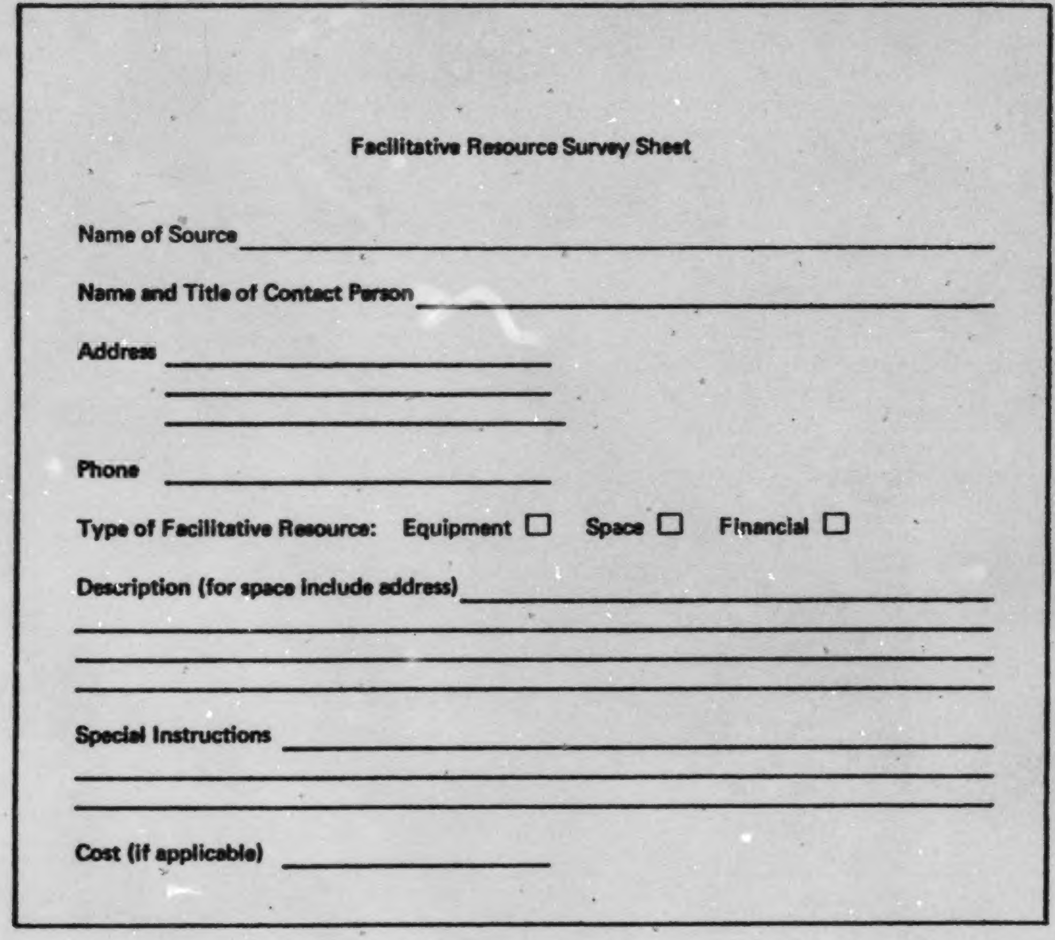
Group Size ____________________

Contact person (if other than above) ____________________

Instructions for Using Resource ____________________
____

Cost ____________________ Time Limits ____________________

Figure III.9D
Community Facilitative Resource Survey Sheet



Facilitative Resource Survey Sheet

Name of Source ________________________________

Name and Title of Contact Person ________________________

Address ____________________
____
____

Phone ____________________

Type of Facilitative Resource: **Equipment** ☐ **Space** ☐ **Financial** ☐

Description (for space include address) ________________________
____
____
____

Special Instructions ________________________________
____
____

Cost (if applicable) ______________

CATALOG ORGANIZATION

After your data is collected, it must be organized. You may wish to design an Information Matrix (Figure III.10). Such a tool can provide you with a means for rapidly identifying your resources. For example, Resource B (See Figure III.10) may be the Bravo Manufacturing Company. It may have a number of material resources available as well as good speakers for students desiring careers in aviation or flying as a hobby. Resource C may be your school's Career Resource Center, providing a broad range of material resources, space, equipment and services. If you desire materials and speakers on careers in aviation, you can pinpoint these resources at a glance.

An additional section of your directory is necessary for more detailed information about each resource. An alphabetical organization of Resource Catalog Sheets (Figure III.11) can provide this for you.

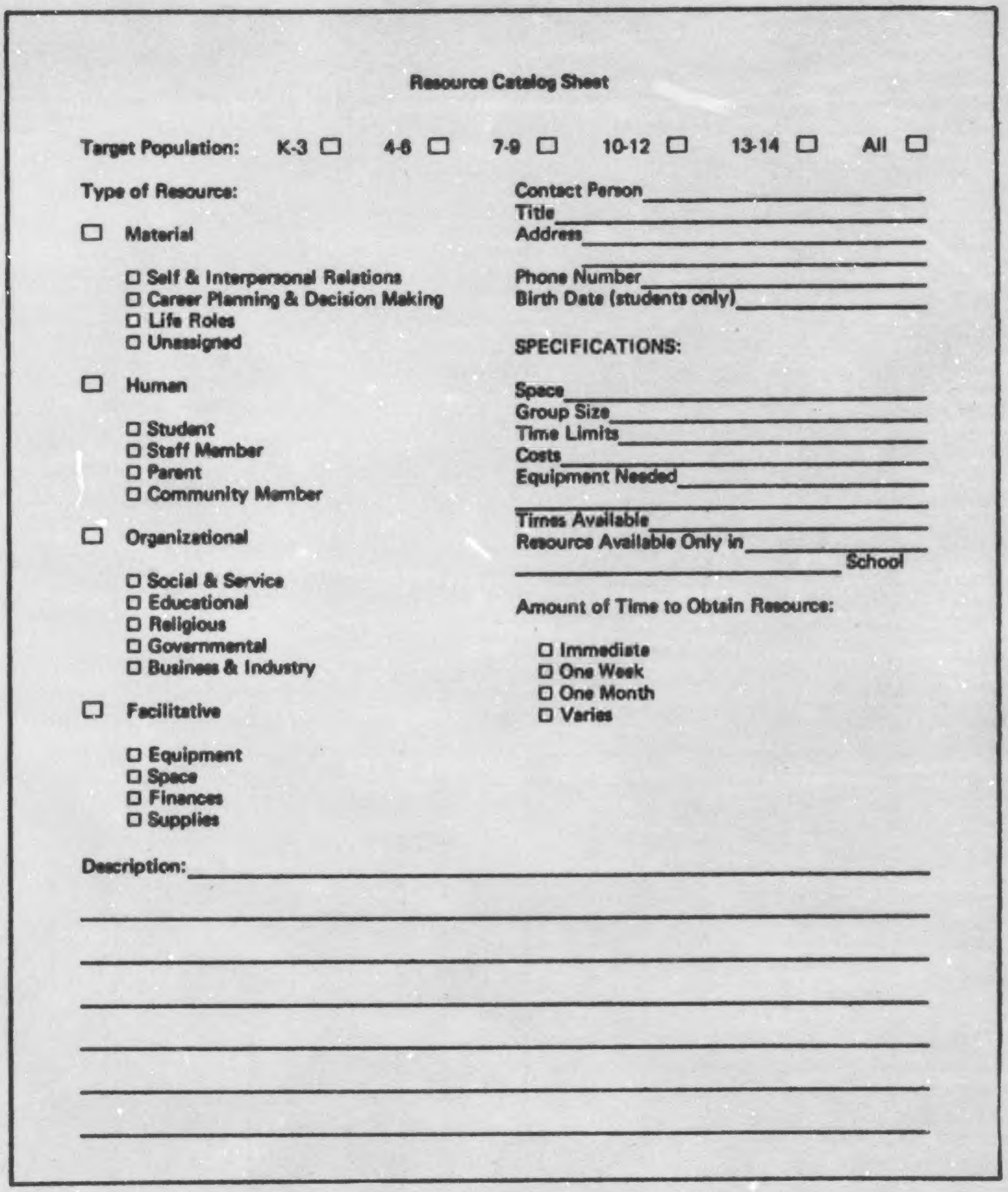
Your final step is Resource Management. This step includes the use of resources, reporting the use of resources and updating the data in the resource catalog. This is an ongoing responsibility which should have been assigned in your task planning stage. A Guidance Office staff member may be assigned this responsibility or you may find it most adequately accomplished by your Career Resource Center staff.

The next section is a statewide resource directory. You may find this helpful as well in designing your school's directory.

Figure III.10
Information Matrix for Summarizing Resources

	TYPES																
	Material				Human				Organizational					Facilitative			
Resources (alphabetized)	Self & Interpersonal Relations	Career Planning & Decision-Making	Life Roles	Unassigned	Student	Staff Member	Parent	Community Member	Social & Service	Educational	Religious	Governmental	Business & Industry	Equipment	Space	Finances	Supplies
Resource A			X					X		X				X			
Resource B		X						X					X	X			
Resource C	X	X	X			X				X				X	X		X
Resource D	X				X										X		
Etc.																	

Figure III.11
Resource Catalog Sheet



Resource Catalog Sheet

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Type of Resource:

☐ **Material**

- ☐ Self & Interpersonal Relations
- ☐ Career Planning & Decision Making
- ☐ Life Roles
- ☐ Unassigned

☐ **Human**

- ☐ Student
- ☐ Staff Member
- ☐ Parent
- ☐ Community Member

☐ **Organizational**

- ☐ Social & Service
- ☐ Educational
- ☐ Religious
- ☐ Governmental
- ☐ Business & Industry

☐ **Facilitative**

- ☐ Equipment
- ☐ Space
- ☐ Finances
- ☐ Supplies

Contact Person____________________
Title____________________
Address____________________
____
Phone Number____________________
Birth Date (students only)____________________

SPECIFICATIONS:

Space____________________
Group Size____________________
Time Limits____________________
Costs____________________
Equipment Needed____________________
____
Times Available____________________
Resource Available Only in____________________
____________________ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description:____

RESOURCES

Appalachia Educational Lab, Inc.
P. O. Box 1348
Charleston, West Virginia 25323

Center for Occupational Education
North Carolina University
Raleigh, North Carolina 27607

Central Midwestern Regional Education Lab
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Council for Educational Development & Research, Inc.
775 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Far West Laboratory for Educational Research & Development Library
2180 Milvia Street
Berkeley, California 94705

Northwest Regional Lab
400 Lindsay Building
710 S. W. 2nd
Portland, Oregon 97204

National Center for Career Education
P. O. Box 7815
Missoula, Montana 59807

National Center for Research & Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

National Institute of Education
1200 19th Street N. W.
Washington, D. C. 20208

Southwest Regional Laboratory for Education, Research & Development
11300 La Cienega Boulevard
Inglewood, California 90304

U. S. Department of Labor
3rd Street & Constitution Ave. N. W.
Washington, D. C. 20210

U. S. Office of Education
400 Maryland Ave. S.W.
Washington, D. C. 20202

CAREER GUIDANCE RESOURCES

FILM
RESOURCES

INTRODUCTION

The last section addressed different ways of organizing career resource information collected from material, human, facilitative and organizational resources. To broaden your resources still further we have compiled a listing of resources that can be accessed across the state. This directory of career guidance resource in Massachusetts is divided into two groups: organizations and publications. By and large, these resources are alternatives you could seek out in providing additional career guidance resources for your students.

The resources are laid out first in a matrix of organizations by services (Figure III.12). This is to provide a quick and easy guide to services you might need, for example in serving handicapped students. This matrix is followed by an alphabetical listing of those agencies with the address, phone and brief description of their services (Figure III.13). The same pattern holds true for publications (Figures III.14 and III.15). This means of organizing references could serve as a model for organizing your own resources. In addition, blank space is left at the end of each area to include additional resources you may encounter to meet your needs.

You should be aware of a few cautions in this section. For one, the matrix is, by no means, complete and the services listed do not necessarily carry State Department of Education sponsorship. Moreover, because of funding or other factors, some agencies may no longer be in existence when you contact them. Finally, many agencies and state organizations have local offices which could provide services rather than going to their central office. Examples of this would be the State Department of Education, Division of Employment

Security, Massachusetts Rehabilitation Commission, etc. These local agencies should provide the backbone of your localized resource directory.

Figure III.12

Matrix of Agencies & Organizations for Career Guidance Resources

Note: More detailed information about each agency and organization is available in Figure III.13.

	SERVICES											
RESOURCES	Assistance (consulting, speaking, workshops)	Career Guid/Personal Counseling/Advising	Employment (and work-experience/training programs)	Legal (materials, advice, programming)	Publications/Resources	Testing Services/Materials	Bilingual Services*	Racial & Ethnic Minority/Cultural Integration Services*	Handicapped People's Services*	Women's Services*	Other (for more info see Figure III.13)	Type of Resource G = Governmental P = Private
Alternatives Center	X		X		X							P
Apprentice Training Division			X									G
B'Nai Brith Youth Organization	X	X	X		X			X		X	X	P
Boston Project									X			G
Boy Scouts of America	X		X					X			X	P
Boy's Club of America	X				X			X			X	P
Bureau of Student Services	X	X		X	X			X	X	X		G
Bureau of Transitional Biling.Ed.	X			X	X		X					G
Campfire Girls	X		X		X		X	X	X	X	X	P
CEDIS	X				X		X	X	X	X	X	P
Child Find					X				X			G
Children's Protective Services	X	X	X	X	X		X	X	X		X	
Citizen Information Service	X	X	X	X	X	X	X	X	X	X	X	G
Civil Liberties Union of Massachusetts				X	X							P
Commission for the Blind		X							X			G
Commission on Law & Social Action				X				X	X	X		G
Comprehensive Project on Services to Deaf & Hearing Impaired Children	X				X				X			G
Comprehensive Secondary School Planning Project	X				X				X			G
Cooperative for Inservice Education	X											G
Corporations & Taxation Department	X		X									G
DECA	X	X	X	X	X	X	X	X	X	X	X	P
Department of Corrections				X								G
Department of Education+				X	X		X	X	X	X	X	G

*Focus of services (facilities, assistance, programming, publications) primarily for this group.

+See Regional Education Centers.

Figure III.12 (Cont.)

Note: More detailed information about each agency and organization is available in Figure III.13

RESOURCES	SERVICES											
	Assistance (consulting, speaking, workshops)	Career Guid/Personal Counseling/Advising	Employment (and work-experience/ training programs)	Legal (materials, advice, programming)	Publications/ Resources	Testing Services/ Materials	Bilingual Services*	Racial & Ethnic Minority/Cultural Integration Services*	Handicapped People's Services*	Women's Services*	Other (for more info see Figure III.12)	Type of Resource G = Governmental P = Private
Division of Employment Security			X									G
Department of Labor & Industries	X			X								G
Division of Mental Retardation									X			G
Division of Occupational Education					X							G
Division of Special Education				X	X				X			G
Equal Employment Opportunity Commission	X		X	X			X	X	X	X		G
Executive Office of Educational Affairs											X	G
Executive Office of Human Services											X	G
4-H	X		X		X		X	X	X	X	X	P
Future Business Leaders of America	X	X	X		X	X	X	X	X	X	X	P
Future Farmers of America	X		X		X						X	P
Future Homemakers of America	X	X	X		X		X	X	X	X	X	P
Girl Scouts of America	X	X	X		X					X	X	P
Girl's Club of America	X				X					X	X	P
Governor's Commission on the Status of Women	X			X	X					X		G
Harvard Legal Aid Bureau				X								P
Harvard Legal Aid Defenders				X								P
Help for Children	X	X		X	X		X	X	X			G
Interagency/Intergovernmental Planning Project	X				X							G
Internal Revenue Service	X		X									G
Junior Achievement	X		X		X						X	P
Labor Relations Commission			X									G
League of Women Voters in Massachusetts	X			X	X					X		P
Manpower Project			X		X							

*Focus of services (facilities, assistance, programming, publications) primarily for this group.

Figure III.12 (Cont.)

Note: More detailed information about each agency and organization is available in Figure III.13.

RESOURCES	SERVICES											
	Assistance (consulting, speaking, workshops)	Career Guid/Personal Counseling/Advising	Employment (and work-experience/training programs)	Legal (materials, advice, programming)	Publications/Resources	Testing Services/Materials	Bilingual Services*	Racial & Ethnic Minority/Cultural Integration Services*	Handicapped People's Services*	Women's Services*	Other (for more info see Figure III.13)	Type of Resource G = Governmental P = Private
Massachusetts Commission Against Discrimination	X			X			X	X	X	X		G
Massachusetts Council of Human Service Providers, Inc.		X	X	X	X						X	P
Massachusetts Internship Office			X									G
Massachusetts Rehabilitation Commission	X	X	X		X	X			X			G
Massachusetts Residential Programs, Inc.		X	X									P
Massachusetts State Labor Council			X		X						X	G
Massachusetts Women's Political Caucus	X									X		P
National Organization for Women	X	X		X	X					X		P
Office Education Association	X	X			X	X	X	X	X	X	X	P
Regional Education Centers	X		X	X	X	X	X	X	X	X	X	G
Rehabilitation Services for the Deaf	X	X	X		X	X			X			G
Resources for Student Volunteerism in Massachusetts	X		X		X							G/P
State Board of Education+				X	X						X	G
State Office of Affirmative Action	X			X	X		X	X	X	X		G
Statewide Bilingual/Special Education Planning & Program Development	X				X		X		X			G
Student Service Centers	X	X		X	X			X	X	X		G
TEL MED		X			X				X	X	X	G
VICA	X	X	X		X	X	X	X	X	X	X	P
Vocational Rehabilitation	X	X	X		X						X	G
Vocations for Social Change			X		X							P
Women's Equity Action League	X			X	X					X		P
Women's Lobby	X			X	X					X		P

*Focus of services (facilities, assistance, programming and publications) primarily for this group.

+See Regional Education Centers.

Figure III.12 (Cont.)

Note: More detailed information about each agency and organization is available in Figure III.13

	SERVICES											
RESOURCES	Assistance (consulting, speaking, workshops)	Career Guid/Personal Counseling/Advising	Employment (and work-experience/ training programs)	Legal (materials, advice, programming)	Publications/ Resources	Testing Services/ Materials	Bilingual Services*	Racial & Ethnic Minority/Cultural Integration Services*	Handicapped People's Services*	Women's Services*	Other (for more info see Figure III.13)	Type of Resource C = Governmental P = Private
Women's Rights Office	X	X		X	X					X		G
Worcester Children's Friend Society	X	X			X		X	X	X		X	P
WECEP		X	X		X		X	X	X	X		P
YMCA	X	X	X	X	X		X	X	X	X	X	P
YWCA	X	X	X		X		X	X	X	X	X	P

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*Focus of services (facilities, assistance, programming and publications) primarily for this group.

Figure III.13

Annotated List of Agencies & Organizations for Career Guidance Resources

ALTERNATIVES CENTER

1882 Dorchester Avenue
Dorchester, MA 02024
(617) 436-0541

Resources, conferences, job and welfare counseling, workshops, etc.

APPRENTICE TRAINING DIVISION

Department of Labor and Industries
100 Cambridge Street, 11th Floor
Boston, MA 02202
(617) 727-3486

Approves all formal apprenticeship programs; certifies standards of apprenticeship. (Check with placement offices of DES)

BOSTON PROJECT

The Boston Project
31 St. James Avenue, 3rd Floor
Boston, MA 02116
(617) 482-7940

Assistance for entire Commonwealth on implementation of PL 94-142, the federal version of Chapter 766.

B'NAI B'RITH YOUTH ORGANIZATION

325 Harvard Street
Boston, MA 02146
(617) 566-2067

Or contact your local organization. Speakers, career counseling, internship (volunteer) programs, women's seminars, research and publication. Activities dealing with recognition of and pride in cultural heritage.

BOY SCOUTS OF AMERICA

891 Centre Street
Jamaica Plains, MA 02130
(617) 522-4000

Or contact your local organization. Activities for young people which include social, recreational, outdoor and services; programs for character development, citizenship training and mental and physical fitness. The Explorers for young people ages 14-21 focuses on vocational development, as well as social and outdoor skills.

BOY'S CLUB OF AMERICA

923 Park Square Building
Boston, MA
(617) 426-3740

Or contact your local organization. Program designed to enhance and enrich the lives of disadvantaged youth by providing character development programs in the areas of physical, educational, recreational, social, vocational and leadership training.

BUREAU OF STUDENT SERVICES

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5754

Programming for student participation in education decision-making; technical assistance and referral services regarding student rights and student records; guidance and counseling department coordination; physical and health education; administration of student service centers and technical assistance to Student Advisory Councils.

BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-8300

Implementation of bilingual education law; promotes curriculum development and innovative practices in transitional bilingual education; develops resources, publications, workshops and conferences.

CAMPFIRE GIRLS

14 Somerset Street
Boston, MA 02108
(617) 742-1787, -1788

Or contact your local organization. Speakers, training programs and workshops, volunteer work experience projects, publications, bilingual program for young girls, activities for the development of cultural and ethnic pride, women's groups and integration of the handicapped services. One section of the organization if for mentally retarded youngsters.

CAREER EDUCATION DISSEMINATION INFORMATION SERVICE (CEDIS)

60 Walnut Street
Wellesley Hills, MA 02181
800-892-0556

CEDIS offers a variety of technical assistance programs and workshops in program and staff development on innovative programs in occupational education and career education models K-12. It also maintains a comprehensive educational resource center for use upon arrangement and an extensive file in ERIC materials on career education.

CHILD FIND

Massachusetts Child Find
31 St. James Avenue, 3rd Floor
Boston, MA 02116

Purpose: to locate children age 3-21 who are not in school and secure educational services. Workshops on parent rights, awareness of children's rights, distribution of materials.

CHILDREN'S PROTECTIVE SERVICES

Nine Walnut Street
Worcester, MA 01608
(617) 753-2967

Services for abused and neglected children: Personal family and youth counseling, family life education and discussion, information, investigatory service, volunteer placement and supervision, consultation and staff training, referral services.

CITIZEN INFORMATION SERVICE

Office of the Secretary of the Commonwealth
State House
Boston, MA 02133
Metro Boston: (617) 727-7030
Outside Boston: 1-800-392-6090
9 - 5 Monday through Friday

Toll-free number for information about any state agency.

CIVIL LIBERTIES UNION OF MASSACHUSETTS

100 Franklin Street
Boston, MA
(617) 426-3325

Legal services for constitutional cases. Free services.

COMMISSION FOR THE BLIND

110 Tremont Street
Boston, MA 02108
(617) 727-5580, -5581
1-800-392-6450

Financial and medical assistance, specialized social and rehabilitative services for blind and visually handicapped.

COMMISSION ON EMPLOYMENT FOR HANDICAPPED

Charles F. Hurley Building
Government Center
Boston, MA 02114
(617) 727-6772

Counseling and information for handicapped persons needing employment and clearinghouse for employers wishing to hire handicapped.

COMMISSION ON LAW AND SOCIAL ACTION

72 Franklin Street
Boston, MA
(617) 542-0265

Legislation in areas of discrimination, alleged discrimination and defends free speech and civil liberties.

COMPREHENSIVE PROJECT ON SERVICES TO DEAF AND HEARING IMPAIRED CHILDREN

31 St. James Avenue, 3rd Floor
Boston, MA 02116

Develops comprehensive regional services delivery plans. Planning, consultation and resource information. Contact regional center.

COMPREHENSIVE SECONDARY SCHOOL PLANNING PROJECT

Planning Project
31 St. James Avenue, 3rd Floor
Boston, MA 02116

For helping students, teachers, administrators and communities mesh regular and special education services. Technical assistance and planning. Secondary level special education program, technical assistance on implementation of social policy guidelines, development of graduation requirements for special education students, development of adaptive physical education programs and services, consultation services on removal of architectural barriers, resources, model programs, inservice training, planning.

COOPERATIVE FOR INSERVICE EDUCATION

Cooperative for Inservice Education
31 St. James Avenue, 3rd Floor
Boston, MA 02116

Training network of resources, workshops between educational agencies, training models.

DEPARTMENT OF CORPORATIONS & TAXATION

100 Cambridge Street
Boston, MA 02202
(617) 727-4545

State income tax information and assistance.

DEPARTMENT OF CORRECTION

100 Cambridge Street, 22nd Floor
Boston, MA 02202
(617) 727-3300/3301/3302

Administers the state correctional system. It provides custodial and rehabilitative services to persons committed to correctional institutions.

DEPARTMENT OF EDUCATION

31 St. James Avenue
Boston, MA 02116
(617) 727-5792

Administrative arm of State Board, technical consultation and guidance, some specific responsibilities, 766, 622, integration, occupational education, adult education, school building standards, program and hour requirements. For more information, contact your Regional Education Center.

DECA (DISTRIBUTIVE EDUCATION CLUBS OF AMERICA)

Massachusetts Vocational Student Organizations
60 Walnut Street
Wellesley, MA 02181
(617) 237-3207

DECA's focus is on "developing future leaders in marketing distribution." Services are available for both high school and junior college men and women. Leadership development being its primary function, services are also provided for consumer education, community and civic consciousness projects and social skills.

DIVISION OF EMPLOYMENT SECURITY

Charles F. Hurley Employment Security Building
Government Center
Boston, MA 02114
(617) 727-6360

Obtaining of jobs - employees, unemployment insurance benefits, local divisions.

DEPARTMENT OF LABOR & INDUSTRIES

Executive Office of Economic Affairs
100 Cambridge Street, 11th Floor
Boston, MA 02202
Administration: (617) 727-3454
General Counsel: (617) 727-3457

Protection of workers' basic economic rights, guidance, interpretation and enforcement of laws (i.e., wage and hours, child labor and others concerning health and welfare of employees).

DIVISION OF MENTAL RETARDATION

Department of Mental Health
190 Portland Street
Boston, MA 02114
(617) 727-5608

Administration of state programs for mentally retarded; contact regional office.

DIVISION OF OCCUPATIONAL EDUCATION

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5738
Toll Free: 1-800-882-1668

Administration of federal vocational education funds; licenses and supervises private trade, correspondence and business schools; information concerning subsidized vocational schools and publication on programs in Spanish and English; coordinates career guidance and career education programs.

DIVISION OF SPECIAL EDUCATION

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5770

Work with local school departments on implementation of Chapter 766.

EDUCATIONAL INFORMATION SERVICE BUREAU

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5792

Educational information and referral service.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

150 Causeway Street, Tenth Floor
Boston, MA 02114
(617) 223-4536

Federal enforcement agency for Massachusetts Commission Against Discrimination. Deals with complaints relating to alleged discrimination in employment of making application for employment. Jurisdiction over private employers, employment offices, labor organizations, labor management, apprentice programs, and state and local governmental agencies.

EXECUTIVE OFFICE OF EDUCATIONAL AFFAIRS

One Ashburton Place, Sixth Floor
Boston, MA 02108
(617) 727-7785

Advisor to governor on educational policy. Link between governor's office and various levels of educational systems.

EXECUTIVE OFFICE OF HUMAN SERVICES

State House, Room 109
Boston, MA 02133
(617) 727-8065

Oversees thirteen different state agencies such as mental health, public health, welfare, corrections, youth services, etc. Available for advice and referral concerning all human service delivery programs.

4-H

Cooperative Extension Service
219 Stockbridge Hall
University of Massachusetts/Amherst
(413) 545-2646

Speakers, seminars and workshops, services and programs for racial and ethnic minorities, women and the handicapped, resource materials in English and Spanish. (Call Amherst office for telephone number of your county chapter.)

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

National FBLA
P. O. Box 17417 Dulles
Washington, D. C. 20041
(703) 860-0233

FBLA membership available for any student (high school or junior college level) taking general business courses. Speakers, workshops, conferences, testing services and employment experience opportunities are all available to local organizations.

FUTURE FARMERS OF AMERICA (FFA)

Massachusetts Vocational Student Organizations
60 Walnut Street
Wellesley, MA 02181
(617) 237-3207

The FFA is the oldest of the state youth organizations and the only organization to receive sanction by the U. S. Congress. Opportunity to join the organization is required by law for all schools offering a vocational agriculture program on both the secondary and post-secondary level. Services for men and women are provided in leadership development, career counseling, employment opportunities and testing. Camp and conference opportunities are also available to members.

FUTURE HOMEMAKERS OF AMERICA (FHA)

Massachusetts Vocational Student Organizations
60 Walnut Street
Wellesley, MA 02181
(617) 237-3207

The FHA is designed for both women and men. It has two types of chapters, the Future Homemakers Chapter which deals with preparation for both family and careers, and the Home Economics Related Occupations chapter which addresses, with consumer education, homemaking, family life education and job and career exploration. The primary focus of the FHA is on leadership development. Career counseling and opportunities for understanding oneself and others are also emphasized. Opportunities for community work and care for the elderly are also available as are counseling for and workshops on teenage pregnancy and child abuse.

GIRLS CLUBS OF AMERICA, INC.

133 East 62nd Street
New York, New York 10021
1-800-223-9864 or -9865

Publications and resources information, speakers, legal consultation, career exploration programming, career counseling, women's services, handicapped and bilingual services, programming and activities for men and women, etc.

GIRL SCOUTS OF THE USA

Northeast Regional Branch
Ten High Street
Boston, MA 02110
(617) 426-6960

Career counseling, speakers, seminars, publications in English, Greek and Spanish, handicapped troops, inter-racial and cross-cultural programming for men and women, volunteer work-experience programs, women's groups, etc.

THE GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

100 Cambridge Street, Room 2108
Boston, MA 02202
(617) 727-6693

Surveys - evaluate existing statutes and programs, investigate needs for more resources, suggests legislation and oversees implementation of laws, provides information to public.

HARVARD LEGAL AID BUREAU

1511 Massachusetts Avenue
Cambridge, MA 02138
(617) 495-4408

Legal services for civil cases for people who cannot afford council.

HARVARD VOLUNTARY DEFENDERS

Harvard University
Cambridge, MA 02138
(617) 495-4413
(617) 495-3144

Legal services for criminal cases on district court level. Free services for low income people.

HELP FOR CHILDREN

Information and referral program to advocate for children in need of services. For children and parents, especially concerned with 766 procedures, DYS, Welfare, Mental Health, Education, Public Health and Massachusetts Rehabilitation agencies. Contact regional office.

HELP FOR CHILDREN - REGION 1

1618 Main Street
Springfield, MA 01103
(413) 733-4161/4162

HELP FOR CHILDREN - REGION II

75 A Grove Street
Worcester, MA 01605
(617) 791-3136/727-8773

HELP FOR CHILDREN - REGION III

Metropolitan State Hospital
475 Trapelo Road, Bldg. 4
Waltham, MA 02154
(617) 891-7021

HELP FOR CHILDREN - REGION IV

Gregory Street
Middletown, MA 01949
(617) 774-2396/727-8787

HELP FOR CHILDREN - REGION V

1001 Watertown Street
Watertown, MA 02165
(617) 727-2532

HELP FOR CHILDREN - REGION VI

Lakeville Hospital
Lakeville, MA 02346
(617) 747-1231 - Ext. 233

INTERAGENCY/INTERGOVERNMENTAL PLANNING PROJECT

Planning Project
Division of Special Education
31 St. James Avenue, Third Floor
Boston, MA 02116
(617) 727-5770

Liaison and coordination between education and human service systems in planning and program development; workshops, planning activities and reports.

INTERNAL REVENUE SERVICE

JFK Federal Building
Boston, MA 02203
(617) 223-3431

Federal income tax information and assistance.

JUNIOR ACHIEVEMENT

256 Huntington Avenue
Boston, MA 02115
(617) 262-7272 or 247-8772

Promotion of the free enterprise system through work experience volunteer opportunities for young people; encourages equal opportunity through competition.

LABOR RELATIONS COMMISSION

100 Cambridge Street
Boston, MA 02202
(617) 727-3505

Information on unions.

LEAGUE OF WOMEN VOTERS IN MASSACHUSETTS

120 Boylston Street
Boston, MA 02111
(617) 357-8380
Voter Information: (617) 357-5880

National Office:

1730 M Street N.W.
Washington, D. C. 20036

Voter registration, political education, lobbying for legislation at local, state and national level, speakers, publications.

MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION

One Ashburton Place, Sixth Floor
Boston, MA 02108
(617) 727-7308

Handles complaints concerning discrimination, legal services.

MASSACHUSETTS COUNCIL OF HUMAN SERVICE PROVIDERS, INC.

Contact:
Room 205, 14 Somerset Street
Boston, MA 02108
(617) 523-1610

Offers a resource directory of private human service agencies.

MASSACHUSETTS INTERNSHIP OFFICE

Executive Office of Educational Affairs
One Ashburton Place, Sixth Floor
Boston, MA 02108
(617) 727-8688

Work experience programs in governmental and non-profit agencies, sometimes academic credit, work permits.

MASSACHUSETTS REHABILITATION COMMISSION

296 Boylston Street
Boston, MA 02138
(617) 727-2183

Vocational rehabilitation for people with physical or mental disabilities to secure employment; skill training and job placement. Also, short-term diagnostic services, counseling and guidance, vocational training, medical evaluation, physical restoration services, prosthetic devices.

MASSACHUSETTS RESIDENTIAL PROGRAMS, INC.

485 Massachusetts Avenue
Cambridge, MA
(617) 492-0220

Outreach, intake counseling, residential care, vocational rehabilitation, placement, follow-up, etc.

MASSACHUSETTS STATE LABOR COUNCIL

Six Beacon Street
Boston, MA
(617) 227-8260

Information on unions and apprenticeship.

MASSACHUSETTS WOMEN'S POLITICAL CAUCUS

c/o 128 Shore Avenue
Quincy, MA 02169
(617) 472-2826

Political activity; workshops on campaigning and lobbying techniques.

NATIONAL ORGANIZATION FOR WOMEN

Eastern Massachusetts Chapter
45 Newbury Street
Boston, MA 02116
(617) 267-6160

Task forces (child care, abortion, health, etc.); consciousness-raising groups.

OFFICE FOR CHILDREN

120 Boylston Street, 2nd Floor
Boston, MA 02116
(617) 727-8900/8901

State's chief advocate for children. Monitors, coordinates, evaluates and licenses public and private providers of children's services.

OFFICE EDUCATION ASSOCIATION

Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

Co-curricular vocational student organization for students who are enrolled in a business or office education program (secondary, post-secondary and college students). Services include consulting, speakers, workshops, counseling, testing (which has been offered in three languages: Portuguese, Spanish and Chinese). Publications available. (Private, non-profit educational organization.)

REGIONAL EDUCATION CENTERS

Regional offices of the State Department of Education. Responsible for carrying out policy of the State Board of Education and serving local education school systems.

GREATER WORCESTER:	271 West Boylston Street West Boylston, MA 01583 (617) 835-6267
NORTHEAST:	1551 Osgood Street North Andover, MA 01845 (617) 687-3351
SOUTHEAST:	Lakeville State Hospital Route 105 Lakeville, MA P. O. Box 29 Middleboro, MA 02346 (617) 947-3240
GREATER BOSTON:	54 Rindge Avenue Extension Cambridge, MA 02140 (617) 547-7472
PITTSFIELD:	188 South Street Pittsfield, MA 01201 (413) 499-0745
SPRINGFIELD:	155 Maple Street Springfield, MA 01105 (413) 734-2167

REHABILITATION SERVICES FOR THE DEAF

Massachusetts Rehabilitation Commission
296 Boylston Street
Boston, MA 02116
(617) 426-7224

Teletype facility: (617) 727-5841

Services from Rehabilitation Commission especially for deaf and hard-of-hearing.

RESOURCES FOR STUDENT VOLUNTEERISM IN MASSACHUSETTS

Four organizations - both public and private

. The Korda Project

84 Eldredge Street
Newton, MA 02158
(617) 969-5907

Youth participation in human services and non-profit agencies through internship and work experience.

. The Massachusetts Intern Office

One Ashburton Place, Sixth Floor
Boston, MA 02108
(617) 727-8688

For high school and college students - government and private non-profit organizations in Boston; integration of classroom learning and practical work experience.

. The Student Volunteer Resource Center

14 Somerset Street
Boston, MA 02108
(617) 742-2000

Clearinghouse for information and resources on student volunteerism; assistance for schools wishing to start own program.

. The Voluntary Action Center

United Community Planning Corporation
14 Somerset Street
Boston, MA 02108
(617) 742-2000

Gathering and publishing data on volunteer needs; list of volunteer opportunities.

STATE BOARD OF EDUCATION

31 St. James Avenue
Boston, MA 02116
(617) 727-5709

Policy-making; establishment of state standards for educational programs. For more information, contact your Regional Education Center.

STATE OFFICE OF AFFIRMATIVE ACTION

One Ashburton Place, Third Floor
Boston, MA 02108
(617) 727-3775

Plans, implements and monitors programs designed to identify discrimination and eliminate it in employment.

STATEWIDE BILINGUAL SPECIAL EDUCATION PLANNING & PROGRAM DEVELOPMENT

Consultant to Massachusetts Department of Education
31 St. James Avenue, Third Floor
Boston, MA 02116
(617) 727-8300

Needs assessment, program development and technical assistance for bilingual special education; coordinate with State Department of Education, Bureau of Transitional Bilingual Education.

STUDENT SERVICE CENTERS

Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5754

A student-run organization with units in Boston and each of the Regional Education Centers. Provides technical assistance and information to students, educators and public on most educational issues, especially related to student rights. Involves students in educational decision-making, offers resources such as file on post-secondary schools.

TEL MED

Commissioner of Health & Hospitals
Room 717, Boston City Hall
Boston, MA 02210
(617) 727-4100

Telephone health library providing preventative health information; 3-7 minute tapes; all health services.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

Massachusetts Vocational Student Organizations
60 Walnut Street
Wellesley, MA 02181
(617) 237-3207

VICA offers both high school and post-secondary membership opportunities to men and women. The emphasis of this organization is on technology and research with industry and youth. Speakers, career counseling, testing and employment opportunities are all available to members. Bilingual services; racial and ethnic minorities are encouraged to participate; services are provided for the handicapped; and women's issues are addressed as well.

VOCATIONAL REHABILITATION SERVICES

Massachusetts Residential Programs
485 Massachusetts Avenue
Cambridge, MA 02138
(617) 491-8666

For ex-drug and present users and troubled youth over age 17; skill training, sheltered workshop, counseling, placement and follow-up.

WOMEN'S EQUITY ACTION LEAGUE

Massachusetts Chapter
27 Turning Mill Road
Lexington, MA 02173
(617) 862-8902

Monitors legislation affecting women.

WOMEN'S LOBBY

Two Lime Street
Boston, MA 02108
(617) 868-4738

Information and resources on state legislation affecting women; deals with legislation, gathers information on legislation affecting women.

WOMEN'S RIGHTS OFFICE

Office of the Attorney General
McCormack Building, 19th Floor
One Ashburton Place
Boston, MA 02108
(617) 727-2238

Handles both legal and non-legal aspects of women's rights.

WORCESTER CHILDREN'S FRIEND SOCIETY

21 Cedar Street
Worcester, MA 01608
(617) 753-5425

Family and youth counseling, adoption, foster family, care for youth, advocacy groups, information, referral services.

WORK EXPERIENCE CAREER EXPLORATORY PROGRAM (WECEP)

Division of Occupational Education
WECEP Coordinator

31 St. James Avenue
Boston, MA 02116
(617) 727-8140

Federally authorized and subsidized work experience program for 14-16 year olds who can work during the school day as part of the school program. Program covers other services such as career counseling and guidance for bilingual students, ethnic and cultural minorities, handicapped students and women.

YOUNG MEN'S CHRISTIAN ASSOCIATION

Regional Office
320 Huntington Avenue
Boston, MA 02115
(617) 267-1500

Contact your local office.

Speakers, programming and seminars for men and women; services for racial and ethnic minorities and the handicapped; resources and publications, bilingual services.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

140 Clarendon Street
Boston, MA 02116
(617) 536-7940

Workshops and programs for career education/non-traditional occupations, especially for women; memberships for men (associates) and women, vocational education program, educational opportunity centers funded by Massachusetts Department of Education, assistance in taking GED.

Figure III.14
Publications Related to Career Guidance

Note: An annotated bibliography may be found in Figure III.15.

RESOURCES	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Bibliographies for Publications/resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure 4)
A Bibliography of Multi-Cultural & Sex Fair Resource Materials								X		X	
O Capitulo 622 E os Jovens Portugues							X	X		X	
Capitulo 622 Y Usted							X	X		X	
Career Education Resource Materials Emphasizing Non-Sex Role Stereotyping in Career Education					X					X	
Chapter 622: A Guide for Administrators	X						X	X		X	
Chapter 622: Questions & Answers							X	X		X	
Children's Services in Massachusetts: A Report	X						X	X	X		
Connections: A Youth Resource Book & Directory for Cambridge		X	X	X	X	X	X	X	X	X	
Declining Test Scores, A State Study					X	X					
Directory of Health Resources in Mass.		X			X				X		
Directory of Massachusetts Education Laws				X							
Directory of Private Schools Approved Under Chapter 766					X				X		
Distribution of High School Graduates Class of 1975			X		X						
Education: The Commonwealth of Massachusett					X						X
Equal Employment Laws and Regulations				X							

Figure III.14 (Cont.)

	SERVICES										
RESOURCES	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Biblios for Publications/Resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure 4)
Expanding Career Options for Students			X	X		X				X	
Facts About Education in Massachusetts	X			X	X						X
A Guide for the Evaluation of Instructional Materials Under Chapter 622					X			X		X	
Guide to Resources for Equal Employment Opportunity & Affirmative Action					X		X	X	X	X	
Guidelines - Bureau of Appeals				X	X						
Guidelines for the Approval of Residential & Education Components in Private Schools				X	X				X		
Hispanic-Portuguese Resource Directory for Massachusetts											
Job Discrimination Laws & Rules You Should Know			X	X				X	X	X	
Laws Affecting Mass. Students 1971-1974				X			X	X	X	X	X
MAGNET Education Programs in Mass.					X			X			
Massachusetts College/University Faculty Available for Training & Consultation in Special Education & Related Fields	X				X				X		
Massachusetts School Directory											X
Multi-Ethnic & Sex Fair Resource Materials				X	X		X	X		X	

Figure III.14 (Cont.)

	SERVICES										
RESOURCES	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Biblios for Publications/Resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (see Figure 4)
Occupational Education for Special Needs - What It Is, How It Works					X				X		
Parents & 766					X				X		
Project Core: Final Report					X				X		
Questions & Answers Concerning the EBOC Guidelines for Discrinination Because of Sex					X					X	
Regulations: 622				X	X			X	X	X	
Regulations: Chapter 766				X	X				X		
Resource List of Consultants Working on the Issues of Equal Educational Opportunity	X				X			X	X	X	
Resources for Schools					X						
Scholarship Programs	X				X						
Secondary School Level 766: Innovative Educational Models	X			X	X				X		
School Committee Chairpersons					X						X
Schools & Programs of Choice: Voluntary Desegregation in Mass.	X				X			X			
622 Regulations				X	X		X	X		X	
Society for Visual Educational					X				X		

Figure III.14 (Cont.)

	SERVICES										
RESOURCES	Assistance (consulting, speaking, workshops)	Counseling	Employment (and work-experience/training programs)	Legal	Biblios for Publications/Resources	Testing	Bilingual	Racial & Ethnic Minority/Cultural Integration	Handicapped	Women's Services	Other (See Figure 4)
Special Education In-service Training Programs Funding in Mass. & Funding Sources Fiscal Year 1977	X			X	X				X		
Special Education Training Programs Offered by Mass. Colleges & Universities					X				X		
The Student's Guide to Special Education				X	X				X		
Students in Decision-making: A Guidebook	X				X						X
Student Record Regulations				X							X
Student Services Bureau	X			X	X						X
Title IX and Chapter 622 Compliance Guidelines for Public Schools				X	X		X	X		X	
Wavelengths				X	X						X
What Everyone Should Know About Chapter 766				X	X				X		

Figure III.15

.Career Guidance Publications: An Annotated Bibliography*

A BIBLIOGRAPHY OF MULTI-CULTURAL AND SEX-FAIR RESOURCE MATERIALS

Assistance in the implementation of Chapter 622.
Available from:

Massachusetts Department of Education
Bureau of Equal Educational Opportunity
31 St. James Avenue
Boston, MA 02116

O CAPITULO 622 OS JOVENS PORTUGUES

Legal guidelines for 622 written for the Portuguese community.
Written by Rosa Abdulia O'Brien, Ramon Rodriquez, Fernando Mederos, Orlando Vergara.
Available from:

Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

CAPITULO 622 Y USTED

Legal guidelines on 622 for Spanish-speaking students.
Written by Rosa Abdulia O'Brien, Ramon Rodriquez, Fernando Mederos, Orlando Vergara.
Available from:

Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

CAREER EDUCATION RESOURCE MATERIALS EMPHASIZING NON-SEX ROLE STEREOTYPING IN CAREER EDUCATION

Annotated Bibliography by the U. S. Office of Education.
For more information, contact:

Mr. Terry Newell
Office of Career Education
U. S. Office of Education
Room 3108-A ROB 3
7th & D Streets S. W.
Washington, D. C. 20202

CHAPTER 622: A GUIDE FOR ADMINISTRATORS

Very thorough outline of regulations, objectives for implementation; methods and approaches; activities and resources.

Bureau of Equal Educational Opportunity
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

* Many of these publications are available at your Regional Education Center.

CHAPTER 622: QUESTIONS AND ANSWERS

Answers for some of the more common questions regarding the implementation of Chapter 622 in schools. Available at Regional Education Centers.

CHILDREN'S SERVICES IN MASSACHUSETTS: A REPORT

Annual report available from Office for Children.
Written by Wendy L. Kimball.

CITIZEN'S GUIDE TO STATE SERVICES: A SELECTIVE LISTING OF GOVERNMENTAL AGENCIES

Listing of agencies and their duties. Sections on children, education, health, employment, etc. Written by Paul Guzzi, Citizen Information Service.

CONNECTIONS: A YOUTH RESOURCE BOOK AND DIRECTORY FOR CAMBRIDGE

Handbook for Cambridge youth - covers neighborhood programs, recreation, child care, education, employment, police, court and legal services, laws affecting youth, health services, sex and health, young women's services, counseling and social services, welfare, housing, government and consumer. Much of the information is excellent for statewide usage. Written by Paul Celluza, Jeff Seifert, May 1976.
Available from:

Cambridge Youth Resources Bureau

CONSUMER RESOURCE GUIDE FOR THE COMMONWEALTH OF MASSACHUSETTS

Lists agencies and their responsibilities and addresses.
Published by Consumer Affairs Foundation, Inc.
Available from:

Consumer Affairs Foundation, Inc.
c/o Suffolk University
47 Mt. Vernon Street
Boston, MA 02108

DECLINING TEST SCORES: A STATE STUDY, 1976

Provides information on national test score trends and Massachusetts test score trends, as well as information on the possible effects of various factors on score decline. Includes conclusions and bibliography.
Available from:

Massachusetts Department of Education
Bureau of Research and Assessment
31 St. James Avenue
Boston, MA 02116
(617) 727-8497

DIRECTORY OF HEALTH RESOURCES IN MASSACHUSETTS

by United Community Planning Corporation, 1976

Regional breakdown of health services in the Commonwealth. Excellent section on community clinics (public and private) for health, handicapped and family and individual counseling services.

DIRECTORY OF MASSACHUSETTS EDUCATION LAWS

1975. Comprehensive compilation of all major Massachusetts general laws relating to elementary and secondary education through 1974.
Available from:

Merrimack Education Center
101 Mill Road
Chelmsford, MA 01824
(617) 729-8144

DIRECTORY OF PRIVATE SCHOOLS APPROVED UNDER CHAPTER 766

February 1977

Includes program descriptions. Appropriate for use by special education administrators for placing special needs students in private day and residential schools under Chapter 766. A copy is available at each regional center and can be Xeroxed at cost or contact the Division of Special Education.

DIRECTORY OF SCHOOL COUNSELORS IN MASSACHUSETTS, SEPTEMBER 1977

Published by the Massachusetts School Counselors Association, this publication contains the names and telephone numbers of more than 550 counselors in five types of institutions.

Massachusetts School Counselors Association
230 Third Street
Stoughton, MA 02072
(617) 344-5910

DISTRIBUTION OF HIGH SCHOOL GRADUATES CLASS OF 1975

September 1976

Statistical information on total numbers of high school graduates, a breakdown of those figures into several categories and a five-year trend study. Published annually.
Available from:

Massachusetts Department of Education
Bureau of Research and Assessment
31 St. James Avenue
Boston, MA 02116
(617) 727-8497

EQUAL EMPLOYMENT LAWS AND REGULATIONS - 1977

Summary of minimum standards for fulfilling EEO mandated by federal and state laws.
Available from:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116
(617) 727-5792

EXPANDING CAREER OPTIONS FOR STUDENTS

Curriculum on sex stereotyping, laws prohibiting sex discrimination, labor force participation of women, wages and cost of living, sex biases and guidance testing.
For more information, contact:

Research and Development Section
Department of Adult, Vocational and Technical Education
Illinois Office of Education
100 North First Street
Springfield, IL 62777

FACTS ABOUT EDUCATION IN MASSACHUSETTS

A brief compilation of statistics and descriptive information on student characteristics, enrollments, school personnel, organization of districts and schools, funding, educational opportunities and media services. Published annually.
Available from:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116
(617) 727-5792

A GUIDE FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS UNDER CHAPTER 622
1975

Contains a guide for assessing curricula, check sheets for evaluating sex role and racial stereotyping in textbooks, and a selected bibliography. Available at Regional Education Centers.

GUIDE TO RESOURCES FOR EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION
by EEOC, March 1976, Washington

Annotated bibliography

GUIDELINES -- BUREAU OF APPEALS
1977

An explanation of the due process system as followed by the Bureau of Appeals.

Useful for parents, school administrators, and advocacy groups involved in the appeals process. Available from:

Bureau of Special Education Appeals
(617) 727-8534

GUIDELINES FOR THE APPROVAL OF RESIDENTIAL AND EDUCATION COMPONENTS IN PRIVATE SCHOOLS - SERVICE STUDENTS 16-21 YEARS OF AGE UNDER CHAPTER 766

Discussion of legal guidelines.
Available from:

Department of Education
Division of Special Education

HISPANIC-PORTUGUESE RESOURCE DIRECTORY FOR MASSACHUSETTS

By Amelia Victoria Mederos, Lourdes Isalque Avellanet, Sebastian Vasconcelos, Maria Campanario, Silvia Maia, Carlos Martinez. For social services, private agencies and individuals to identify agencies. Services for handicapped, children, legal, educational, interpretive, advocacy, volunteer sus, vocational training, employment, medical, financial, etc.
Available from:

Hispanic-Portuguese Program
Massachusetts Department of Public Welfare
Public Document #9228

JOB DISCRIMINATION? LAWS AND RULES YOU SHOULD KNOW

Information on PL 92-261 (the Equal Employment Opportunity Act of 1972), the Equal Employment Opportunity Commission and Executive Orders 11246 and 11375 and other Federal legislation relating to EEO.
Available from:

Equal Employment Opportunity Commission
Washington, D. C. 20506

LAWS AFFECTING MASSACHUSETTS STUDENTS, 1971-1974

Provides information for students about current laws which directly affect them. Describes laws pertaining to equal educational opportunity, student advisory councils, special education, student records and rights, vocational education, and private schools.
Available from any of these Student Service Centers:

Boston Student Service Center
Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5754

Western Massachusetts Student Service Center
155 Maple Street
Springfield, MA 01103

Central Massachusetts Student Service Center
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6056

North Andover Student Service Center
1551 Osgood Street
North Andover, MA 01845

Southeast Student Service Center
P. O. Box 29
Middleboro, MA 02346
(617) 947-3240

MAGNET EDUCATION PROGRAMS IN MASSACHUSETTS

Desegregation programs in four schools. First report by Massachusetts Department of Education. Available from the State Department of Education, Bureau of Educational Information.

MANPOWER PROJECT

Data summaries on manpower and training needs and resources. Also Interstate Manpower planning - technical assistance, Coordinator of seven Northeast states. Available from:

Cynthia Gillis
Special Education/Manpower Project
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

MASSACHUSETTS COLLEGE/UNIVERSITY FACULTY AVAILABLE FOR TRAINING AND CONSULTATION IN SPECIAL EDUCATION AND RELATED FIELDS

March 1977

Includes a listing of faculty available in various areas of specialization, an alphabetical listing of individual faculty members and the addresses and telephone numbers of training programs at each institution. Available from the Special Education Manpower Project, (617) 482-3318.

MASSACHUSETTS SCHOOL DIRECTORY

1976-1977

Lists the names of superintendents and principals, mailing addresses, enrollment figures and telephone numbers for each school in the following categories: local public schools, state schools, independent vocational schools, academic regional schools, vocational-technical regional schools, county agricultural schools and non-public schools.
Available from:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116
(617) 727-5792

MULTI-ETHNIC AND SEX-FAIR RESOURCE MATERIALS
September 1976

A bibliography of multi-ethnic and sex-fair films, textbooks, kits, video tapes and other resource materials for use in schools to assist in the implementation of Chapter 622.
Available at Regional Education Centers.

OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS -- WHAT IT IS, HOW IT WORKS; A HANDBOOK FOR REGIONAL STAFF

Design, organization and implementation of programs for students with special needs. Legal requirements.
Available from:

Bureau of Special Needs
Division of Occupational Education
Massachusetts Department of Education

and

Institute for Governmental Services
Middlesex House
University of Massachusetts
Amherst, MA 01003

PARENTS AND 766
February 1977

A parents' guide for children needing special educational services. Includes information on the screening and referral process, the core evaluation, the educational plan, the appeal process, and items requiring the parental approval.
Available from your Regional Education Center or:

Massachusetts Department of Education
Division of Special Education
31 St. James Avenue
Boston, MA 02116
(617) 727-6217

PROJECT CORE: FINAL REPORT
September 1977

A summary (1976-1977) of Project CORE, a state-wide project to deliver educational services to youth offenders and special needs students in secondary schools and public institutions including the Department of Youth Services and county houses of correction.
Available from:

Comprehensive Secondary School Planning Project
178 Tremont Street
Boston, MA 02111

QUESTIONS - ANSWERS CONCERNING THE EEOC GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

Legal guidelines, questions and answers

REGULATIONS: 622

Legal guidelines for Chapter 622.
Available from your Regional Education Center or:

Massachusetts Department of Education
Bureau of Equal Educational Opportunity

REGULATIONS CHAPTER 766
October 1975

The actual text of the regulations for the implementation of Chapter 766 of the Acts of 1972, the comprehensive special education law. Available at the State House for a charge of $2.15 per copy. The regulations are being revised to be consistent with P. L. 94-142 and the revised document is available at the Regional Education Centers.

RESOURCE LIST OF CONSULTANTS WORKING ON THE ISSUES OF EQUAL EDUCATIONAL OPPORTUNITY
1975

A list of individuals and organizations interested in assisting Massachusetts schools implement Chapter 622, through the presentation of courses, workshops and panel discussions.
Available in limited quantities at the Bureau of Equal Educational Opportunity, (617) 727-5880.

RESOURCES FOR SCHOOLS

A catalog of publications from the Massachusetts Department of Education.
Available from:

Massachusetts Dissemination Project
31 St. James Avenue, Room 614
Boston, MA 02116
(617) 727-5761

SECONDARY SCHOOL LEVEL 766: INNOVATIVE EDUCATIONAL MODELS

Phyllis S. Nannes and Bambi M. Levine.
12 presentations of educational models based on 766. Describing programs, organization, administration, etc.
Available from your Regional Education Center or:

Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

SCHOOL COMMITTEE CHAIRPERSONS
1976-1977

A listing of names and addresses of school committee chairpersons of local districts in Massachusetts for the school year 1976-1977. Published annually.
Available from:

Massachusetts Department of Education
Bureau of Research and Assessment
31 St. James Avenue
Boston, MA 02116
(617) 727-8497

SCHOOLS AND PROGRAMS OF CHOICE: VOLUNTARY DESEGREGATION IN MASSACHUSETTS

Discussion of desegregation programs in Massachusetts. Organizations with magnet programs. Information on courses and successes, funding, parent involvement, etc.
Available from:

Massachusetts Department of Education
Bureau of Equal Educational Opportunity
April 1977

622 REGULATIONS
August 1975

The actual text of the law, including its purpose and how it affects school administration, guidance, curricula, extra-curricular activities, facilities and complaint procedures.
Available at Regional Education Centers.

SPECIAL EDUCATION IN-SERVICE TRAINING PROGRAMS FUNDED IN MASSACHUSETTS AND FUNDING SOURCES FISCAL YEAR 1977
November 1976

Describes special education projects and programs in Massachusetts funded by grants under such federal mandates as ESEA Title I, 89-313, EHA Titles VI-B, VI-C, II-D and VI-G, and ESEA Title IV. Also includes information on the level of funding, eligibility, and application process under these laws.
Available from the Special Education Manpower Project, (617) 482-3318.

SPECIAL EDUCATION TRAINING PROGRAMS OFFERED BY MASSACHUSETTS COLLEGES AND UNIVERSITIES
March 1977

Provides information on pre-service, long-term in-service, and short-term in-service training programs at Massachusetts colleges and universities.
Available from the Special Education Manpower Project, (617) 482-3318.

SPECIAL EDUCATION TRAINING RESOURCE CATALOGUE
April 1977

A resource guide to training programs and facilities in the state for special educators.
Available from Special Projects ALRC/RRC Project, (617) 426-9603.

THE STUDENTS' GUIDE TO SPECIAL EDUCATION

By Julie Donahue, Clare Corcoran, Joseph Prochilo, Robert Pulstar, Frances Smith, and Judith Tremblay

A handbook written for, by and about secondary school students and their relationship to Massachusetts state law Chapter 766 for special needs students.
Available from the Bureau of Student Services, (617) 727-5754.

STUDENTS IN DECISION-MAKING: A GUIDEBOOK
July 1977

Practical guidebook for teachers, administrators and students on how to involve students in educational decision-making at the local school level.
Available from any of these Student Services Centers at the Regional Education Offices or:

Student Service Center
Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5754

Southeast Student Service Center
P. O. Box 29
Middleboro, MA 02346
(617) 947-3240

STUDENT RECORD REGULATIONS
June 1976

Contains the actual text of regulations pertaining to student records, including destruction of student records, access, appeals, etc.
The booklet also includes examples of suggested forms that will help local school systems implement the regulations with a minimum of confusion.
Available from any of these Student Service Centers:

Boston Student Service Center
Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5754

or any Regional Education Office.

TITLE IX AND CHAPTER 622 COMPLIANCE GUIDELINES FOR PUBLIC SCHOOLS

Gives general overview of major points contained within the two sets of regulations and includes criteria for evaluating schools' compliance with the law.
Available at Regional Education Centers.

INFORMATION ON UNEMPLOYMENT COMPENSATION

Vocations for Social Change
353 Broadway
Cambridge, MA 02139
(617) 661-1570
Monday-Friday 10-5, Saturday 11-3.

WAVELENGTHS

January 1977

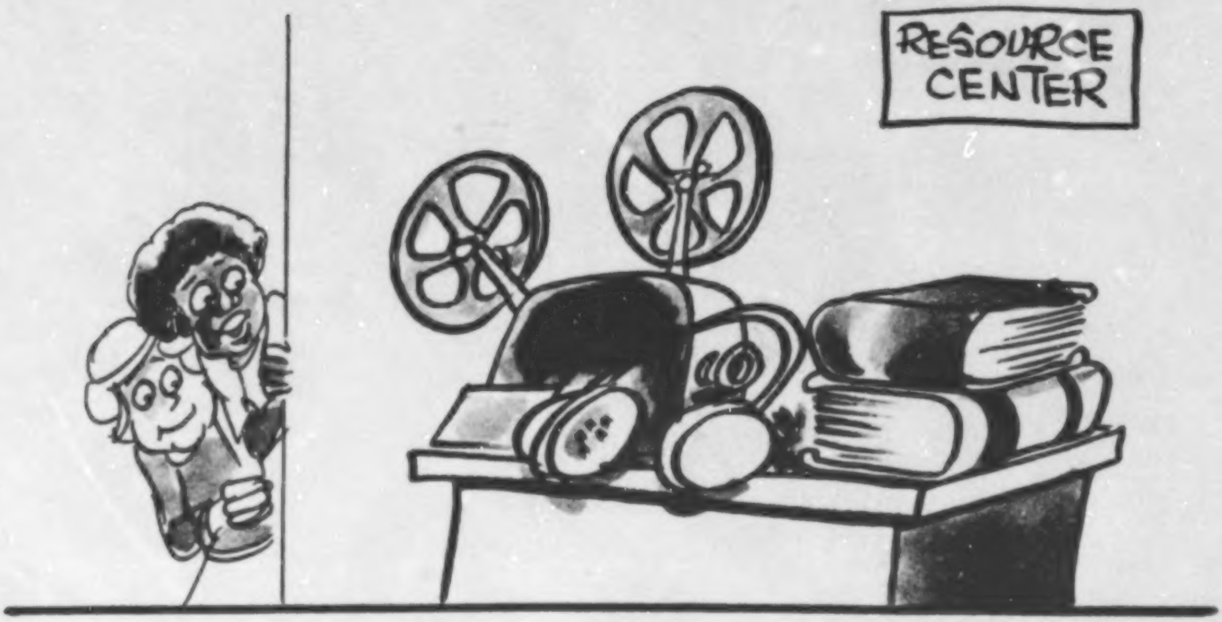
A self-awareness guide for 16-21 year-olds geared to court-adjudicated youth and school drop-outs. Provides a mechanism for discussion of decision-making, friends, love and sex.
Available from:

Comprehensive Secondary School Planning Project
31 St. James Avenue
Boston, MA 02116

WHAT EVERYONE SHOULD KNOW ABOUT CHAPTER 766 (1975)

Provides answers to basic questions about Chapter 766 such as: what Chapter 766 is, why it is important, who is covered, how children with special needs are identified and what schools' and parents' responsibilities are.
Available at all Regional Education Centers and from the Division of Special Education.

THE CAREER RESOURCE CENTER



INTRODUCTION

A Career Resource Center (CRC) is a single centralized place where students, teachers, parents/community members and counselors can secure up-to-date, relevant career and occupational information.

While career choice is quite possibly one of the most important single decisions an individual will make, it is often a decision that is left to chance or made on the basis of inaccurate or inadequate information or assumptions. The establishment of a CRC acknowledges the life-long need and desire of people to learn more about the real world of work and to understand and make decisions about their own lives in light of that world. The CRC concept has been developed and implemented to reach children and adults wherever they are in their career development, in school or out, and to provide them with a vehicle for developing their full human potential, regardless of their race, sex, age, socio-economic status, or ethnic or cultural background.

This section is intended to serve as a basic information source for those seeking to establish a CRC in a school or other community agency setting (Figure III.16). Interested persons may come from the ranks of school administrators, guidance counselors or librarians. Additionally, parents and persons who direct community-based agencies may be seeking information about the CRC approach to career guidance.

The remainder of this section focuses upon the critical aspects of establishing a CRC: staffing, location, funding, working with teachers, and selecting and organizing materials.

IMPLEMENTATION

STAFFING

As with any program, staffing is critical. However, staff who work with a career resource center must be particularly informed and sensitive to the changing world of work, the problems of sex and cultural stereotyping, and methods of presenting positive career options to students regardless of their background or handicap. Moreover, CRC staff members must have the capacity for integrating other school curriculum into the Center as well as developing linkages with the community as either additional resources or as potential users of the Center.

The development and implementation of the program are primary responsibilities of the CRC's professional staff members, the school career guidance counselors. Counselors have been trained to help students articulate their needs, and their involvement with the CRC, whether it is located in the Guidance Office or not, is imperative for its success.

The paraprofessional staff members are primarily responsible for the day-to-day operation of the CRC. Their duties are generally those which do not require professional training and education, and include upkeep and maintenance of materials in easily available and usable form.

The degree to which the CRC attracts students and others and the degree of overall satisfaction students feel about their CRC-related experiences will depend to a great extent on the skills and talent of the paraprofessional. Supervision by the professional is important, but the degree of supervision over the paraprofessional will vary from one school to another depending on variables in the individual settings. It should be kept in mind that the primary responsibility of this team of professional and paraprofessional staff members is to bring career information and students closer together and that any staffing pattern should facilitate that goal.

LOCATION

For increased convenience it is important that the CRC be located in or near the guidance office. If this is not feasible because of space limitations, the CRC might be located in a section of the library. There are numerous possibilities for the location of a visible, easily accessible, and clearly identifiable CRC. The major factors to be considered in deciding on the space to be used for a CRC are:

Availability: To students, staff and community members: The CRC should be readily accessible to its public.

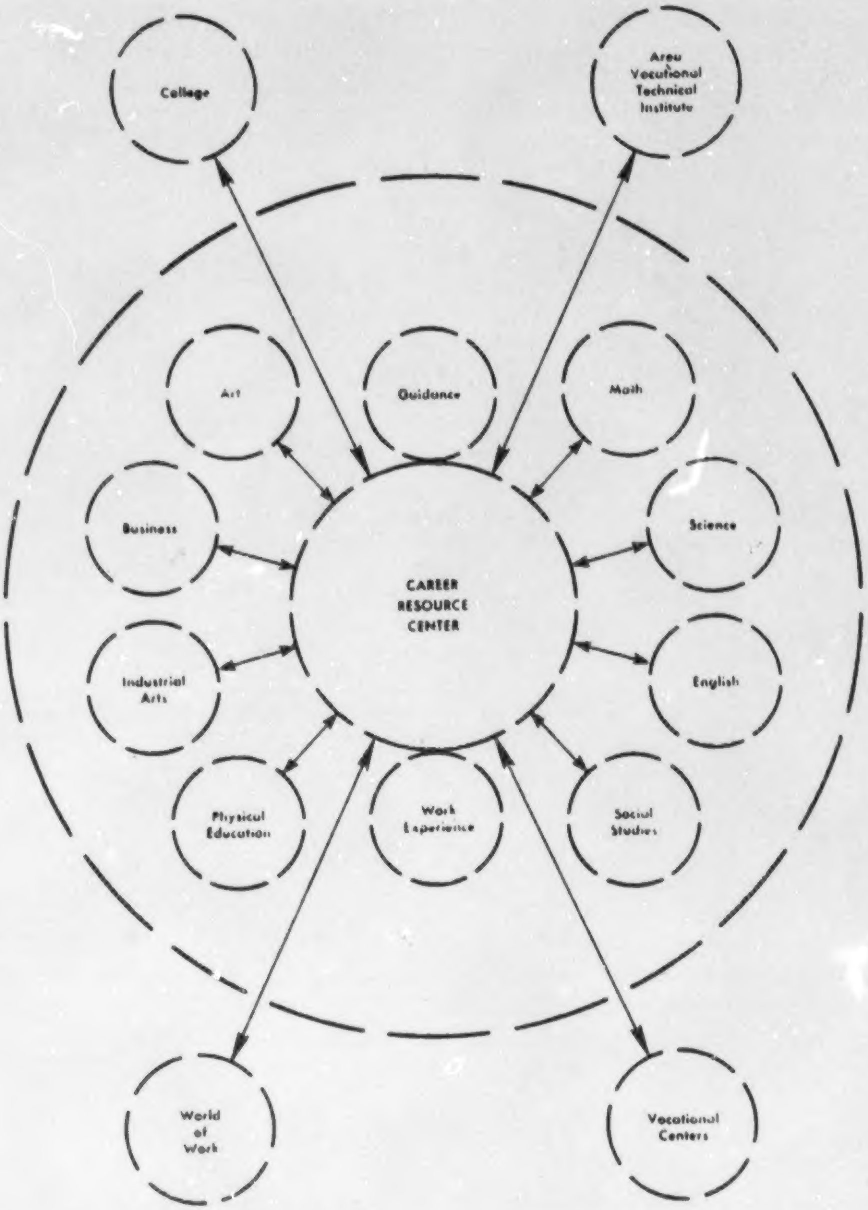
Security: The materials of the CRC will require an area that can be locked. Hardware is expensive, and provision for its storage and care must be made.

Space: The characteristics of the space selected will affect the program and its delivery. Optimally there will be at least enough space for the staff and three to four students to work individually and without crowding. Space that can accomodate groups of students (up to class-size) will be advantageous but it is not essential.

Telephone For staff use as well as for computer link-up.

Figure III.16

The Career Resource Center: The Hub of a School-Based Guidance Program*

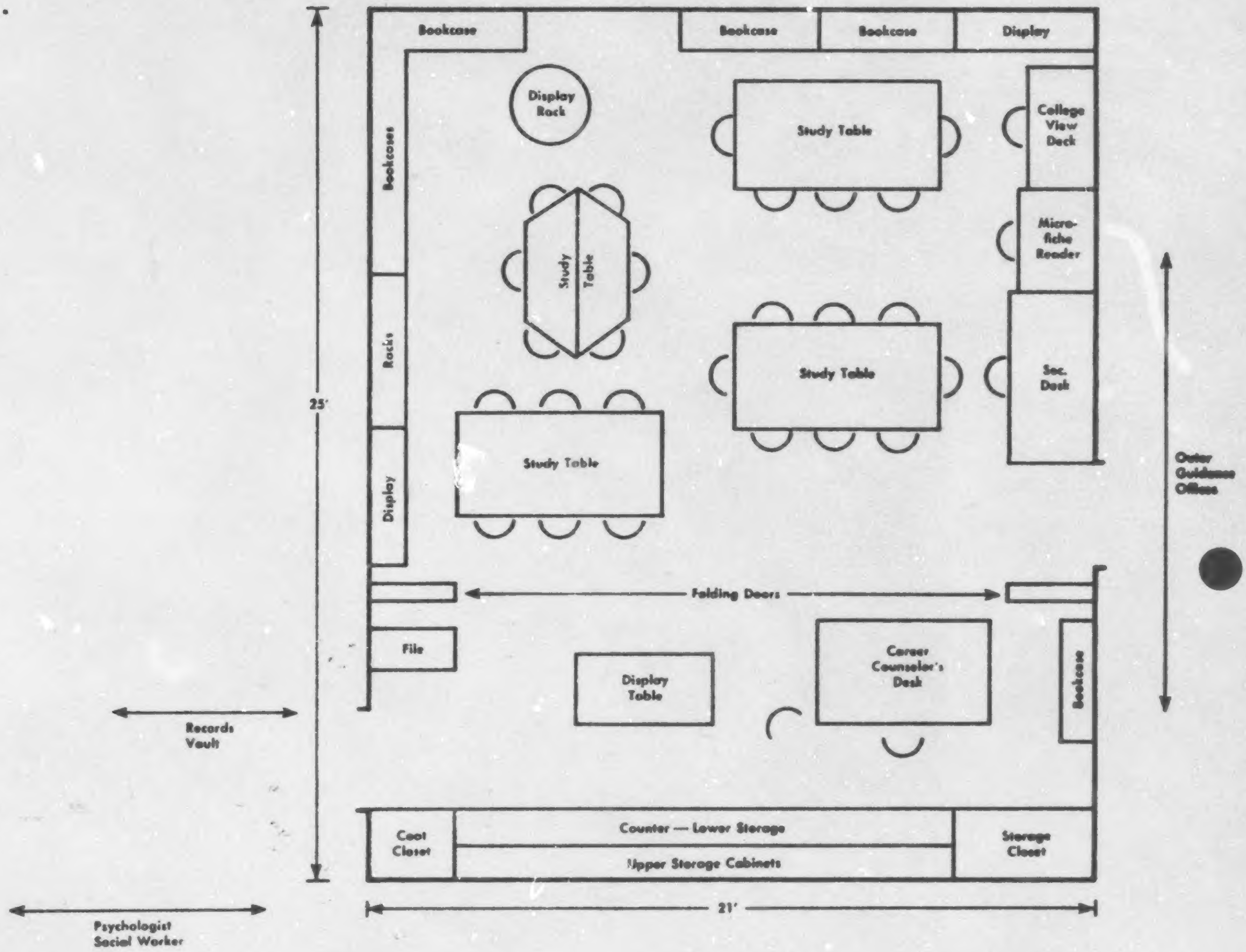

College
Area
Vocational
Technical
Institute
Art
Guidance
Math
Business
Science
CAREER
RESOURCE
CENTER
Industrial
Arts
English
Physical
Education
Work
Experience
Social
Studies
World
of
Work
Vocational
Centers

The double arrows and the open lines indicate the interactive process that will promote the on-going development of a career education program.

Source: *The Career Resource Center: Putting it All Together,* Minnesota Department of Education, 1976.

Figure III.17

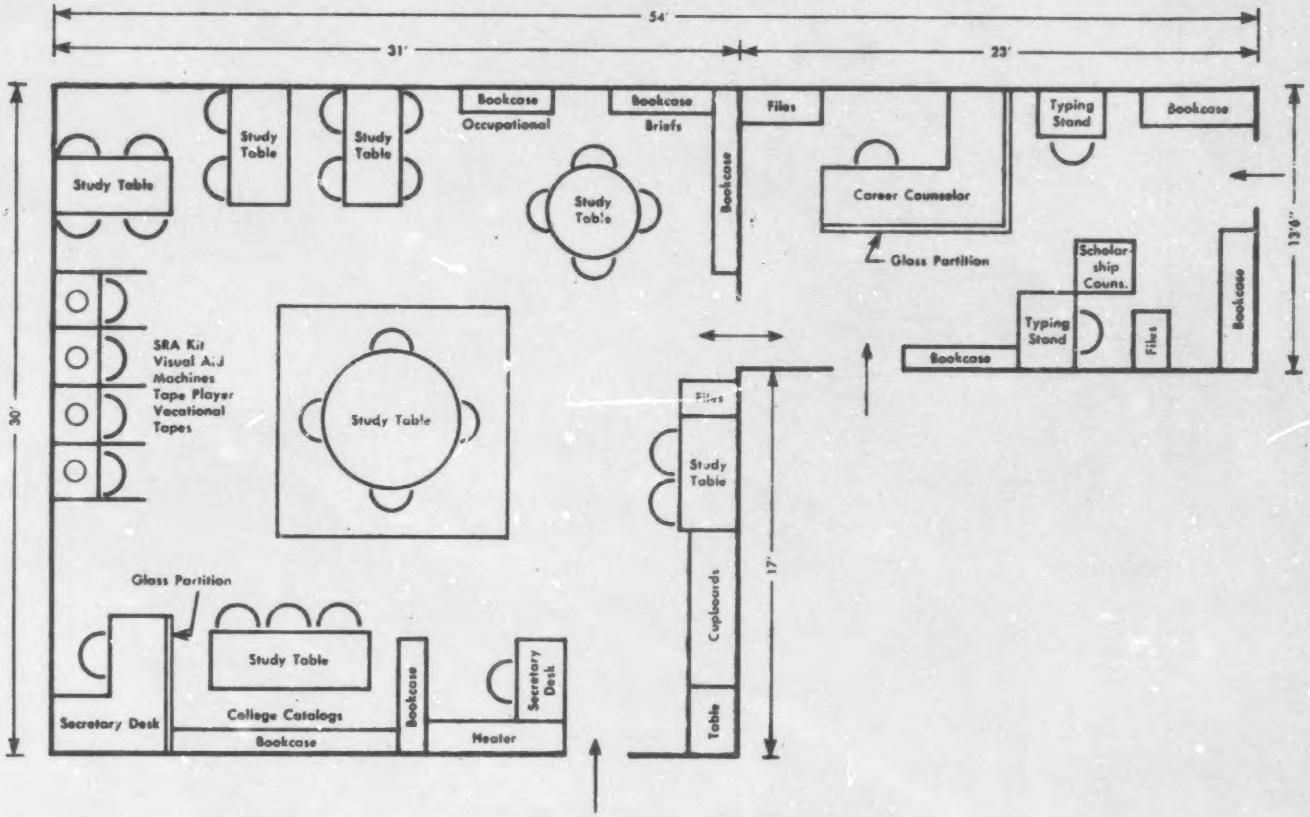
Career Resource Center Near Guidance Office*


Bookcase
Bookcase
Bookcase
Display
Display Rack
Study Table
College View Desk
Bookcases
Study Table
Micro-fiche Reader
Racks
Study Table
Sec. Desk
25'
Study Table
Display
Outer Guidance Offices
Folding Doors
File
Display Table
Career Counselor's Desk
Bookcase
Records Vault
Coat Closet
Counter — Lower Storage
Upper Storage Cabinets
Storage Closet
21'
Psychologist Social Worker

Source: *The Career Resource Center: Putting it All Together*, Minnesota State Department of Education, 1976.

Figure III.18

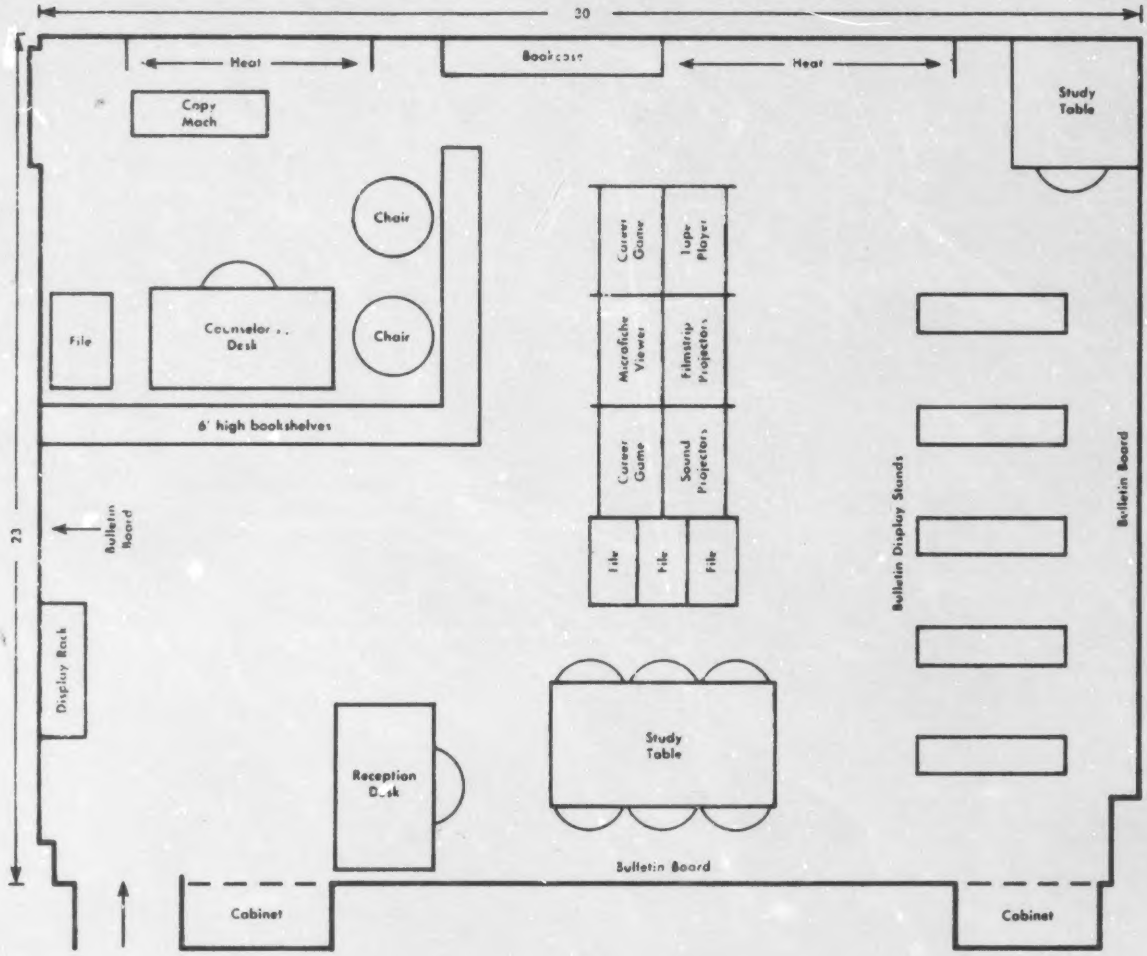
Career Resource Center as Adjunct to Library*


54'
31'
23'
30'
17'
13'6"
Study Table
Study Table
Study Table
Bookcase
Occupational
Bookcase
Briefs
Study Table
Bookcase
Files
Career Counselor
Glass Partition
Typing Stand
Bookcase
Scholarship Couns.
Typing Stand
Files
Bookcase
Bookcase
SRA Kit
Visual Aid
Machines
Tape Player
Vocational
Tapes
Study Table
Files
Study Table
Cupboards
Table
Glass Partition
Study Table
Secretary Desk
College Catalogs
Bookcase
Bookcase
Secretary Desk
Heater

Source: *The Career Resource Center: Putting it All Together*, Minnesota Department of Education, 1976.

Figure III.19

Career Resource Center Utilizing School Classroom*


30
23
Heat
Bookcase
Heat
Study Table
Copy Mach
Chair
Chair
File
Counselor's Desk
6' high bookshelves
Career Game
Tape Player
Microfiche Viewer
Filmstrip Projectors
Career Game
Sound Projectors
File
File
File
Bulletin Board
Bulletin Display Stands
Bulletin Board
Display Rack
Reception Desk
Study Table
Bulletin Board
Cabinet
Cabinet

Source: *The Career Resource Center: Putting it All Together*, Minnesota Department of Education, 1976.

FUNDING

There are many sources for funding available to the resourceful staff, and every source should be explored. Lack of money should not prevent the planning and implementation of a plan for a CRC. All of these sources should be examined:

1. Principal's funds
2. Library budget
3. Audio-visual budget
4. Guidance budget
5. Vocational education funds
6. Parent-Teacher Association contributions
7. Local industry contributions
8. Local area educational collaborative

Additional information on funding can be obtained from *Career Education, a Handbook of Funding Resources* by Charles W. Ryan (Houghton-Mifflin Publishers). Interested persons may also write for copies of "Guide to U.S. Office of Education-Administered Programs FY 197_," published by U.S. Department of Health, Education and Welfare, Office of Education. (Copies are also available from APGA Headquarters, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009).

WORKING WITH TEACHERS

A CRC can maximize its effectiveness in the school setting by integrating its information, materials, equipment and staff capabilities into the classroom, the mainstream of the educational process. This can be accomplished in a number of ways. First, teachers can bring their classes to the Center to use its facilities in conjunction with pertinent classroom instruction. Secondly, Center staff and materials can be shared in the classroom as resources to augment a curriculum section. In any case, the inclusion of the CRC staff in a curriculum development role will increase teacher understanding of the Center's capabilities. Thus it is in the collective staff in[illegible]t, when course objectives, materials and student activities are bei[illegible]iewed, that the CRC's services can be made most apparent.

As interest in career education grows in a school and as many teachers begin to infuse career education concepts in their classrooms, it may be increasingly necessary to develop a coordinated program within the school. The purpose of this is to avoid overlap and duplication, so that students are not exposed continually to the same types of information and programs. Developing school-wide objectives for career education can help remedy this problem. Also, some schools have found it beneficial to set aside some career-related materials just for teacher use.

Another dimension of service the CRC may offer the teaching staff of a school is that of linking the school with community resources. A significant contribution can be made in the specific activity of recruiting career speakers for the classroom. Securing appropriate speakers is an activity teachers do not generally have the time to pursue, even though they recognize its educational value.

MATERIALS

One of the first steps in seeking material for the Center is an inventory of what is already available. It is surprising what one can find in closets and guidance offices, storerooms, libraries and media centers. By collecting and organizing these scattered pieces, they may prove to be of great value to the school when they can be disseminated through an active career guidance program.

Once existing materials have been organized, start small and build on what students, teachers and parents find useful. Both print and non-print materials belong in the CRC. Contrary to what might be expected with the emphasis on media these days, printed material is not necessarily antiquated. Audio-visual material is most effective when used with younger students (grades 6-9) and/or when used in groups as part of an orientation or instructional program.

1. Criteria for the Selection of Material.

   A. *It should be up to date.* Current occupational information is a must. Generally any information about an occupation (projections, training requirements, income level, and the like) becomes outdated after five years and in many cases sooner. As a rule of thumb, occupational briefs, job descriptions and career files should be replaced when the copyright date is over five years old. There may be exceptions, but five years is a recommended date to use in cleaning out old files.

   B. *It should meet legislative requirements.* Title IX of federal legislation (and in Massachusetts Public Law Chapter 622) requires that all occupational and related career information communicate clearly that all occupations are available for a person to consider regardless of race, sex, age, ethnic origin, or religion. Occupational stereotypes based on discrimnatory practices are not to be conveyed in material purchased and collected for the CRC. (In Massachusetts, State Department of Education Regulations regarding educational and occupational materials may be obtained by contacting the state supervisor for implementation of Chapter 622.) A copy of appropriate state regulations should be consulted when selecting materials for the CRC.

   C. *It should be accurate.* Accurate information is a must and verifications can be made by cross checking with census figures, and government publications such as the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles and Supplements.* A large number of professional, labor and industrial, and trade groups publish free and inexpensive materials which describe a particular occupation or field in which the organization is directly involved. These occupational briefs may tend to glamorize or otherwise provide a distorted description of an occupation. Much of this material is free and excellent but it should be reviewed and additional material provided if necessary to give an accurate and balanced view. In recent years, the different military services have developed some useful occupational handbooks, counseling guides, occupational briefs and aptitude tests, and interest inventories which can be quite valuable in the CRC. personal descriptions and anecdotes from individuals in given jobs will often help to bring the statistical information about a job to life for a student.

The Standards for Use in Preparing and Evaluating Occupational Literature and *Guidelines to Preparation and Evaluation of Occupational Films* are two valuable guides for the evaluation of occupational print and non-print material. These guidelines are also useful in the development of local occupational literature, job surveys, and class projects. These standards are published in the *NVGA Bibliography of Current Career Information* which may be obtained from the National Vocational Guidance Association.

Publication Sales
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

These basic questions need to be addressed in evaluating materials for purchase and subsequent use in a CRC:

1. Is the *content* accurate? Valid?
2. Are the *facts and figures* current?
3. Is the reading level (or vocabulary) appropriate for the clients of this CRC?
4. Does this material contribute to the program and its goals for career development?
5. Is there real *information* here? Or is it a gimmick that may leave the user happier or frustrated but no better informed?
6. Is it free of sex/cultural bias?

D. *It should be appropriate.* The age, reading level, comprehension, background, and special needs of students must be considered. Vocational briefs are available from intermediate grades to high school reading levels. Some occupational briefs are written in a biographical form so that a particular student may identify with the person who is describing his or her work. These briefs and filmstrips are particularly valuable to people of different races and ethnic groups who can identify with someone of the same race, sex, or ethnic group. Occupational information has been published for youngsters who are blind or deaf as well. A number of biographies have been written in story format which describe individuals who have overcome considerable adversity to succeed in the occupational world. The school library or city librarian can help in the identification of these nonfiction books. In short, each individual user should be able to find material and information that is appropriate to his/her needs and stage of career development.

2. Organizing a Filing System

The following steps are recommended in establishing a filing system for printed materials:

A. Conduct a survey among the potential users of the CRC to find out their needs and interests relative to careers and the Center. (For a sample of such a survey form see Figure III.20.) (1) Identify the most popular occupations listed by the users. (Don't forget to include colleges, as the CRC is for all students.) (2) Find out in this survey if information about apprenticeships, scholarships, the military, etc. are of interest.

The filing system should not be based exclusively on this survey data, but this information will be useful in displaying and arranging the information so as to attract students and other users.

B Inventory material presently available and divide print material from non-print material. File and display non-print material in different places where security is available and it can be reviewed quickly with the necessary equipment.

C. Review a number of the filing systems for printed occupational information. Make sure that the filing system will permit the Center staff to add local material and information published by a number of companies. Accessibility and ease-of-use are the critical factors. For more information on filing systems consult *A Guide for the Development and Operation of Career Resource Centers in Schools*, Fredrickson, Singer and Vigneault, 1977.

D. Select a filing system that fits the clientele and the CRC program. Questions of accessibility, adaptation to local input, ease-of-maintenance, and appearance must be considered. Quite frequently, locally developed and modified systems work best.

3. Materials to Place in the Center.

Thousands of dollars can be spent acquiring career information. It is highly recommended that the Center buy materials slowly until the program is developed and students have helped preview the material. Five hundred dollars and a generous supply of stamps to write away for free materials will launch an adequate CRC. (See Figure III.21 and Resources.) Include material for college or technical school bound students as well as for someone who might be directly entering the world of work or the military.

Figure III.20

Survey of Student Interests

Name ______________________________ Date ______________

Grade ______________

1. When I leave school, I think I will probably...

   ______________ go to a 2-year college

   ______________ join the military

   ______________ go to a 4-year college

   ______________ go to a vocational-technical school

   ______________ get a job as a ______________

   ______________ other (please specify) ______________

   ____

2. The career that interests me most is ______________________

3. I would like to find out more about...(check as many as are appropriate)

   ______________ colleges

   ______________ apprenticeships

   ______________ vocational-technical schools

   ______________ scholarships

   ______________ military

   ______________ different careers (which ones?) ______

   ____

4. The Career Resource Center can help me best by ______________________

   ____

   ____

Figure III.21

Suggested Components for a Career Resource Center

1. Occupational Information:
   - Occupational Outlook Handbook
   - Dictionary of Occupational Titles
   - Commercial Publications

2. Educational Information:
   - 2 & 4 year colleges
   - Trade & Technical Schools
   - Apprenticeship Programs
   - Military

3. Occupational Interest Tests

4. Job Finding/Survival Skills Information
   - Resume Writing
   - Interviewing
   - Social Security

5. Audio-Visual Materials:
   - Cassette-filmstrip unit & materials on:
     - occupations
     - job finding/survival skills
     - values and careers
   - Videotape unit for speakers and interviewing simulations
   - Telephone amplification equipment (allows for group telephone interviews)

6. Games and Simulations:
   - Career Decision-making
   - Values Clarification
   - Occupational role plays - work sample stations, etc.

7. Computerized Career Information/Educational Information System

8. Identification of Area Employers: (speaker contacts, sources of occupational information, etc.)

9. Curricular materials relating occupations to traditional academic disciplines (for use with school faculty)

4. Use of the Computer in the Career Resource Center.

The use of computers in information retrieval and in career decision-making is over ten years old. A number of systems have been developed, modified, updated, and distributed commercially on a national scale. Initially, costs per student were high; however, in recent years, because of growing sophistication and competition among developers, the costs have become quite reasonable.

A number of states have sponsored the development of systems that are particularly integrated with the Division of Employment Security and other U.S. Labor Department Services. For example, in Massachusetts, initiated by a grant from the U.S. Labor Department, the Massachusetts Occupational Information System (MOIS) has been developed and is now operational in a number of schools and community agencies. MOIS computer-assisted career information and decision-making process is now competitive with a number of good private concerns.

A more detailed list and description of computer-based systems may be found in the Chapter V section entitled "Computer Uses."

CONCLUSION

A Career Resource Center (CRC) is a centralized place for locating relevant career and occupational information. It serves as a means of providing students and adults with information about future work and educational decision-making.

Staff selected to operate a CRC should include both professionals and paraprofessionals because of the wide range of skills needed to counsel students and maintain the information. Center staff must be informed and sensitive to the changing world of work, differing student needs and the problems of sex and cultural bias in selecting materials and counseling students.

Materials in the Center should be properly organized and selected on the basis of accuracy, relevancy, appropriateness and free of sex and cultural bias. Additional aspects of a Center may include a computerized information retrieval system and linkages with the community.

Integrating the CRC into classroom instruction is a very important process. Information, materials, equipment and staff can be coordinated with the instructional process in order to infuse career related concepts and knowledge into the curriculum. As CRC staff participate in the curriculum development process, there is greater likelihood that the Center's resources will be maximized.

RESOURCES

Following is a list of materials, information and services available for developing a Career Resource Center. Some of these may suit your institution's purposes. You might want to review these sources and others when you design or add to your center.

Catalog of books and filmstrips for career guidance:

Vocational Guidance Manuals
620 S. Fifth Street
Louisville, KY 40202

and

Career Development Resources, edited by Harry N. Dryer
Charles A. Jones Publishing Company
4 Village Green SE
Worthington, Ohio 43085

List of free and inexpensive career literature and films. (Evaluation of material is included)

NVGA Bibliography of Current Career Information
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Wide variety of career information listed from primary grades to adulthood, print and non-print.

Resources for Career Development (latest edition)
Indiana Career Resource Center
1201-09 S. Greenlawn Avenue
South Bend, Indiana 46615

Well-known national source of occupational information:

Occupational Literature: An Annotated Bibliography
(latest edition)
Gertrude Forrester - Author
H.W. Wilson Co.
950 University Avenue
Bronx, New York 10452

A quarterly publication which provides up-to-date articles on vocational guidance and listings of recent occupational information, print and non-print.

The Vocational Guidance Quarterly
Subscription from:
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Wasington, D.C. 20009

Career Information Service and directories.

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C.

Free or inexpensive career guidance material listed in directories purchased by most public and school libraries.

Educators' Guide to Free Slidefilms
Educators' Guide to Free Guidance and Education Materials
Educators Progress Service
Randolph, Wisconsin 53956
(published annually)

Local sources must not be overlooked.

Local Newspaper
Chamber of Commerce
Rotary Club
Business and Professional Women's Club
Yellow Pages of the Telephone Book
Division of Employment Security

Standard reference which provides occupational descriptions, projections, and where to write for further information.

Occupational Outlook Handbook (latest edition)
U.S. Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

(One resourceful paraprofessional in a Career Resource Center purchased two copies, removed the pages, laminated them and developed a very good beginning set of occupational briefs.)

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The Career Resource Center: Putting it all Together, St. Paul, Minnesota: Minnesota Department of Education, 1976.

Dryer, Harry N. Jr. (ed.). *Career Development Resources: A Guide to Audio-Visual and Printed Materials for Grades K-12.* Worthington, Ohio: Charles A. Jones Publishing Company.

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COMMUNICATION WITH THE PUBLIC

CAN YOU HEAR ME?
PUBLIC

INTRODUCTION

Communication with the public is public relations. Put simply, public relations is good two-way communications. Public relations programs are directed toward three major audiences: those (1) within the school itself; (2) within one school system; and (3) within the community at large. Programs, activities and communications should be adjusted accordingly and planned in cooperation with faculty and administration.

There are many approaches or methods which can be used to provide adequate public relations. The Massachusetts School Counselors Association has developed a booklet entitled *Public Relations: A Guide for School Counselors* (1976). In it are listed nine steps basic to developing a public relations program:

Step 1 - Determine public opinion. Find out who knows about the career guidance program and what the general levels of understanding are.

Step 2 - Identify your problem areas. Is the program a good one that not many have heard about, or is it a poor program that needs revision?

Step 3 - Identify your public. The internal (staff, administrators, students) and the external publics (community people, business persons) are equally important, but each target audience needs to be fully informed about CRC program goals and the roles of the staff members.

Step 4 - Establish public relations goals. Think in terms of short-term (3 months or less) and long-term. The goals will depend on the staff's analysis of responses by the various publics.

Step 5 - Prepare a written public relations program. Each goal should include a statement about how that goal might be met or how it will be met.

Step 6 - Implement your program. Get it off the paper and into action.

Step 7 - Evaluate your program. This is critical in terms of accountability. Evaluation by representatives of all the publics should be included.

Step 8 - Change your public relations program to reflect your evaluations.

Step 9 - Keep your program in operation continuously.

APPROACHES TO PUBLIC RELATIONS

The range of public relations activities is broad. It includes publicizing events in the hallway and full-page picture spreads in the local newspaper. Each activity is planned with a particular public in mind, and the activity itself is carried out so as to maximize the positive effect on that public. It is important in thinking about public relations to remember that small steps are more effective than no steps, and that the program which is in the initial stages of development is more likely to be successful than a program that tries too hard to do too much and too quickly. Even something as relatively small as a bulletin board or a news release requires thought and care and time: the planning time may be greater than the time needed for production, but it pays dividends.

In planning any public relations program or activity, however, you need to consider the following:

WHY?	The purpose of the activity or communication
WHAT?	The content of the activity or communication
WHO?	The nature of the target group
WHEN?	The time constraints, if any
HOW?	The resources available (persons, newspapers, radio, television, etc.), and the method to be used
SO WHAT?	The effect of the activity or communication - the evaluation and follow-up

There are literally hundreds of activities and approaches to contacting the community. The American School Counselor Association's publication mentioned previously, *Public Relations Activities for Counselors,* is available through its state affiliate.[1] Figure III.22, "Ways to Contact the Community," is a brief outline of some of these ideas.

PRINTED PUBLICATIONS

The printed word has begun to lack its former impact. The man and woman of the electronic age are assaulted by a glut of printing. To reach such an audience, printed pieces on counseling topics must be up to date. Words, paper quality, layout and design, art work, type, and typographic style all carry an unwritten message about your counseling program. Careful decisions should be made relative to writing, design and production of print items.

A published piece may make a person aware of your message and role... especially if used with other forms of media presentations. It may secure interest; it may give information for action.

In designing your printed pieces consider:

DESIGN: Do they catch the eye? Are they easy to read? Do they look straightforward, clean, uncluttered? Do visual differences keep your layout from looking dull and hard to read? Do you use contrast? Does the layout lead the reader from element to element so that the message comes through clearly? Is your publication a unity? Does it look as if it is "knit together?"

PRINTING PROCESS:

You may use a variety of methods for getting an image on paper depending upon your budget: mimeograph, offset, letterpress or duplicator. Use what you can afford--but even if it is a total "do-it-yourself" project, be certain the quality is high.

EVALUATION:

When you publish, take time afterward to evaluate and ask about the results of your publishing.

PRESS RELEASES

To get a story placed, it must have basic news value--be of real interest to a large number of readers. What makes news is, of course, a matter of opinion. Members of the working press are trained to decide. Remember it is not the duty of an editor to use your copy. Rather it is your duty to make your material so good he or she can't avoid using it.

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[1] In Massachusetts this publication is available from the Massachusetts School Counselors Association, 230 Third Street, Stoughton, MA 02072.

Figure III.22
Ways to Contact the Community

A. PERIODICALS AND SPECIAL PUBLICATIONS
- Newspapers of special interest groups
- Daily and weekly newspapers

B. RADIO
- Straight reporting (newsworthy events)
- "Spots" (public service announcements)

C. TELEVISION
- Educational stations (area-wide)
- Commercial stations

D. AUDIO-VISUAL MEDIA
- Tapes, records
- Slides, slide films
- Flip-charts, transparencies

E. POSTERS AND SIGNS
- Store window cards
- bumper stickers
- Bulletin board materials
- Over-street signs
- Restaurant table tents

F. SCHOOL PUBLICATIONS
- Annual Reports
- Periodicals
- Campaign literature
- Budget and finance materials
- Articles in technical journals
- Report card "stuffers"
- Reports to parents
- Special purpose pamphlets

G. EXHIBITS
- In school
- Out-of-school (libraries, store showrooms, etc.)
- Portable (audio-visual, demonstration models, etc.)
- Local industry displays

H. DIRECT MAIL
- Information
- Solicitation
- Reminder items

I. SURVEYS AND POLLS
- Community surveys (student-conducted)
- Census data - tabulated and interpreted for school needs

J. SERVICE AND REFERRAL

Telephone Inquiries

K. PUBLIC FORUMS
- Open house
- Study group
- PTA meetings
- Lectures
- Discussion panels
- Symposiums
- Committee reports
- Advisory groups
- Parent's night
- Career days/career fairs
- Informal parent luncheons and daytime visits

K. PUBLIC FORUMS (Cont.)
- National Career Guidance Week
- National Education Week
- Films and drama
- Independent community organizational meetings

L. COMMUNITY-SCHOOL PRACTICES
- Community coordinating councils
- Lyceums
- Concerts
- Adult forums
- Lecturers
- Adult Education Programs
- Club advisement

M. SCHOOL VISITNG
- School visits (parents' night, open house)
- Informal teas
- Conferences of guidance persons with students and parents

On most newspapers, the city editor is the one who decides what stories will be used. He or she should be the first person you call on. Explain the association and its aims. Then you can ask whether the city editor wants you to send news directly to a particular editor--perhaps the educational editor, Sunday editor or editorial page editor.

In making your first contact, remember that the nearer a newspaper gets to deadline, the busier everybody is. Always call and find the best time to go to talk with an editor. Don't make press contacts to serve you; make press contacts so that you may better serve them. Learn your paper's needs and requirements.

Figure III.23, "How to Write a News Release", is a step-by-step illustration of rules to follow for designing and submitting releases.

EDITORIALS

To place an editorial, *get the name of the chief editorial* writer and arrange to see him or her. Take along plenty of background material and general information. What you tell the editorial writer about career counseling is vital. It is from this the opinions of the writer will be formed for the editorial written.

Sometimes a newspaper will use "canned" editorials--those written by your association and submitted to the editor. Before trying this, study the pages to learn the style.

LOCAL COLUMNISTS

Often a local columnist has the most widely read item in the paper. Columnists are often on the lookout for interesting sidelights or brief notes on people or things of local interest. Items to columnists should be exclusive.

SIGNED ARTICLES

Some newspapers will use a single article or a series of by-lined articles written by a member of your association or by a local counselor. Check with the city editor to see if there is interest.

LETTERS TO THE EDITOR

In a letter to the editor, you not only can report on an aspect of counseling but you can comment and editorialize. In times of crisis for counseling, it is often effective to encourage parents, teachers and students to write letters to the editor. Letters supportive of counseling may even be written by elementary school children.

WEEKLY NEWSPAPERS

Weekly newspapers are well read. They will accept a wide variety of material and are particularly interested in news with a local angle and names that are known locally.

Figure III.23
How to Write a News Release

Walter W. Seifert
School of Journalism
156 Rightmire Hall
Ohio State University
Columbus, Ohio 43210
Telephone: (614) 422-2683

(3-8-74) (Date Distributed)

RELEASE: UPON RECEIPT

COLUMBUS, OHIO, OCT. 31 - Basic rules for preparing and placing effective news releases were suggested here today by Walter W. Seifert, associate professor, School of Journalism, Ohio State University.

Releases should be mimeographed cleanly on white 8½ x 11" paper, Seiffert said. They should be mailed first class to all logical mass media, including radio and television news directors, weekly papers and trade magazines. Individually-typed copies should be delivered personally to city editors of local dailies.

Other rules are:

IDENTIFICATION: The name, address and telephone number of the author should appear at upper left.

RELEASE DATE: Most releases should be upon receipt. If there is a specific release date, then indicate it.

MARGINS: Use wide margins, so editors can edit.

HEADLINES: Do not indicate a headline. (That's the editor's business.) Skip two inches between release line and body of copy so editor or rewrite desk can insert desired headline.

LENGTH: Never make a release two pages if one will do. Edit your material tightly. Make sure it's accurate, timely and not too much an advertisement for your program. Don't split a paragraph from first to second page. Put "more" at the bottom of first page.

PAPER: Fancy tinted, printed news bureau stationary is in poor taste. It looks commercial and doesn't fit normal copy style. Don't shout NEWS. Editors decide that!

STYLE: Use summary lead (who, what, when, where, why) most of the time. Double space. Prefer short, punch sentences with active verbs. Make sure spelling and grammar are 100 percent.

(Cont'd on next page)

CHECK: Never trust your typist. Proof read every stencil. Get client to initial a file copy of each release. Don't hesitate to check your copy with your sources.

PLACEMENT: Take general news to local city desks. Don't arrive near deadline which is frequently at 2 P.M. for the evening edition. Discuss special news with specialized writers. Send comprehensive fact sheets on major developments that merit staff coverage. Query magazine editors on prospective article to get their slant. Never place the same story twice with same publication!

AT END: Put this

-30-

or this

###

---

[*] Compiled by the Public Relations Commitee of the Massachusetts School Counselors Association, Inc.

LOCAL PERIODICALS, TRADE PAPERS, HOUSE ORGANS

If your counseling department is involved with another association or with a business, consider sending an article about the cooperative activity to be printed in the other's newsletter or magazine.

THE NEWS IN PICTURES

A good picture can often tell a story more effectively than columns of copy. Alert public relations people are always on the lookout for picture ideas. Recently full pages of photographs and captions featuring career counseling have been run in several states. The purpose differed in each. One was an interview with a state division president featuring counseling in her state and in the local community where she was employed. Another featured counseling as it related to career development in high school. A third was published during School Counselor Week in the state and included photographs of guidance in action from all communities served by the paper.

If you think you have a story that rates a picture or a series of them, call the city editor and present your idea. If it has merit, you will find the story probably will get coverage. It may be well to submit an outline of what you'd like to see in writing and send it to the editor with picture possibilities described.

Here are some other techniques for working effectively with newspapers:

- Call news desks and city desks, the Daybook, special reporters and those you have sent the release to by name.

- Call personal contacts in advance when you are sure that they have received the release or will receive it imminently. Be sure to follow up with people who have been assigned to you in the past. A good contact, or someone interested in your program may need more lead time in order to be free to personally cover you.

- When you call reporters, it is your job to let them know what is going on, and their job to decide whether it is important, relevant, etc.

- You should try to be as fast and succinct as possible. The reporters may interrupt to say they have the story, or ask you to slow down so they can take the information down. The longer they listen, the better.

- Add any last-minute facts that might not be in the release, e.g., the "special fact" in the news release sample, or "Career Counseling Program Announced". Try to give them a "hook"--why it's a hot story--personalities, photo possibilities, etc.

- Don't browbeat the reporter or editor. Just make him/her feel it's a good story that should be handled professionally and on time.

NEWSPAPER CONTACT SCHEDULE

Event takes place:	Call/visit to newspaper should be made:
10 A.M. - Noon	Noon to 4:30 P.M. the day previous
Noon to 2 P.M.	8-9 A.M. the same day, or 3:30-5:30 the day previous
3-5 P.M.	8-10 A.M. same day

CONCLUSION

Effective communication with the public will yield important results. The ideas offered in this section should provide you with a good start at introducing and making your services and activities known to those persons it is necessary to reach: those within your school, the central administration and school system and the community at large. For more information, consult the Resources and References pages at the end of this section and your Massachusetts School Counselors Association officers.

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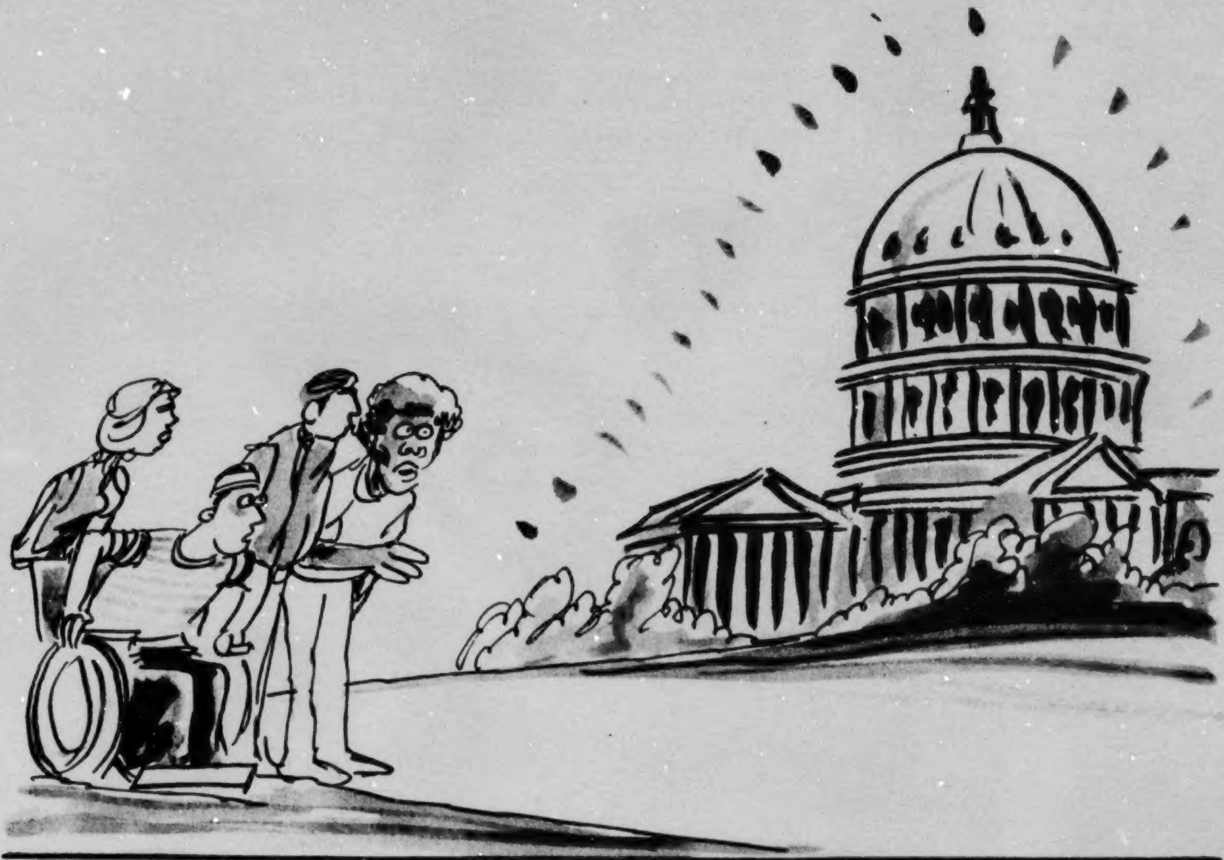
CHAPTER IV
LAWS / REGULATIONS / POLICIES



INTRODUCTION

Living in a country based upon a constitutional democracy we are governed by laws which protect our rights. While some laws appear to be restrictive, their intent is to improve the quality of our lives. The labeling of our morning cereal box, the traffic procedures we abide by, the television programs we watch and the amount and kind of taxes we pay are all evidence of regulatory conditions.

The field of education is not exempt from rules and regulations. Their presence indicates an effort to improve the quality of education and to insure a free, appropriate public learning opportunity for all students regardless of race, color, sex, religion, national origin or handicap.

ORGANIZATION OF THIS CHAPTER

The purpose of this chapter is to acquaint you with the federal and state laws and regulations which govern certain education programs. Through your knowledge of these regulations, you will be better equipped to define your role and to ensure your compliance with those policies in order to help all students achieve the maximum based upon their abilities. This chapter is divided into two major sections:

- laws related to youth employment
- laws related to equal educational opportunity and affirmative action

The section on youth employment discusses laws governing age restrictions, hours of work, hazardous conditions, wages, Social Security and taxes. References are given concerning appeals, exemptions and compliance.

The second section deals with laws related to equal educational opportunity and affirmative action such as Chapter 622, P.L. 94-142, Title IX, etc. An overview of these laws is presented and a discussion of the implications for career guidance concludes the section. As a final note, remember that laws and regulations are subject to change. Before following these interpretations to the letter, contact your Regional Education Center or other sources noted in this chapter for information on any recent interpretations.

YOUTH EMPLOYMENT

INTRODUCTION

Increasingly, high school students are becoming involved in a wide range of career development programs that have legal implications. For example, while you might expect that once a student is employed in a work-experience project, the employer is then responsible for the student. This is not necessarily the case. The counselor or program director must still be concerned with all students in attendance. Cooperating employers are responsible for complying with laws relating to the nature of minors. The counselor or program director is responsible for educational matters. As Stadt and Gooch in *Cooperative Education* (1977) suggest: "To explain responsibilities, alleviate fears, and illustrate proper practices, teacher-coordinators must know all laws which pertain to youth employment. They must share this knowledge fully with employers involved in (their) programs."

Labor laws are obviously restrictive. But they were developed for the protection and benefit of workers, especially young workers. When employers unknowingly violate the law, the counselor has a responsibility to inform them, offer solutions or pull students out of the work situation.[1]

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[1] Ronald W. Stadt and Bill G. Gooch, *Cooperative Education: Vocational-Occupational-Career*. Indianapolis: Bobbs-Merrill, Inc., 1977, p. 61.

Knowledge of labor law compliance is important because:[2]

(1) Students involved in any cooperative work experience are subject to the provisions of all state, local and federal labor laws, unless exempt by special application and approval.

(2) The principal kinds of regulations pertain to: (a) age restrictions, (b) hours of work, (c) hazardous occupations, (d) minimum wages and overtime pay, (e) minimum wage exemptions for student learners, and (f) insurance.

(3) The coordinator is expected to know the laws and regulations applied to students.

(4) The coordinator does not enforce the laws; however, he or she is responsible for informing employers of provisions which apply to students, and for assuring that only employers who comply with the laws are used in their programs.

(5) Failure to comply with the law is damaging to the program and, in instances where students health or safety is impaired, the coordinator may be vulnerable to criticism or even legal action.

It should be inferred from the above that it is the school's responsibility through you, the career guidance coordinator or work study coordinator, to see that employers are obeying the laws. If solutions to the problem cannot be found, it is in the best interests of everyone to pull the student out of that work situation.

The following pages condense and simplify federal and Massachusetts Law governing work experience programs. For more information, consult Chapter 149 of the Massachusetts General Laws, Bulletin 1 (labor laws) and the Federal Fair Labor Standards Act. Section I deals with age restrictions, hours of work and hazardous occupations. Section II addresses minimum wage requirements, Section III covers insurance and Section IV, taxes. When variation between the law appears, the more restrictive standard must be observed. You, however, should be aware of both standards. Whenever you have a question, information on labor laws should be obtained from the regional office of Wage and Hours Division, Employment Standards Administration, JFK Federal Building, Government Center, Boston, MA 02203, (617) 223-5565 and from the Massachusetts State Department of Labor (Massachusetts State Department of Labor, 100 Cambridge Street, Boston, MA 02202 (617) 727-3460).

AGE RESTRICTIONS, HOURS OF WORK AND HAZARDOUS OCCUPATIONS

The following charts, Figures IV.1 and IV.2 address the issues of age restrictions, hours of work and hazardous conditions. Figure IV.1 illustrates the difference between federal and Commonwealth regulations as they concern minors under 16 years of age. Figure IV.2 indicates the differences between these regulations for 16- to 18-year-olds. NOTE: These charts are summaries of the regulations and they represent the law at the time of this handbook. Contact the resources listed in this section for questions regarding specific cases and any changes.

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[2] *Minnesota Handbook for Cooperative Education*, p. 75.

Figure IV.1

Age Restrictions, Hours of Work & Hazardous Occupations - Minors Under 16

	FEDERAL	COMMONWEALTH
Minors under 16 may be employed	Retail, food service and gasoline service establishments performing the following kinds of work: 1. office and clerical 2. cashiering, selling, modeling, art, advertising, window trimming and comparative shopping 3. price marking and tagging, assembling orders, packing and shelving 4. bagging and carrying orders 5. errand and delivery by foot, bicycle or public transportation 6. inside and outside cleanup and maintenance excluding use of power-driven mowers and cutters 7. kitchen work preparing and serving food and beverages 8. work on cars and trucks confined to: - dispensing gasoline & oil - courtesy service - car cleaning, washing and polishing (prohibited is the use of pits, racks or lifting apparatus and inflating tires mounted on rim equipment with a removable retaining rim 9. cleaning vegetables and fruits, and wrapping, scaling, labeling, weighing, pricing and stocking goods when in separate area from meat preparation - outside of freezer and meat coolers	1. Mercantile restaurants 2. Hospitals 3. Nursing Homes 4. Light work in construction trades 5. Street trades such as sale or delivery of periodicals

NOTE: This information summarizes laws and regulations at time of publication of this handbook. Contact the resources at the end of this section relative to specific cases or the latest regulations.

Figure IV.1 (Cont.)

	FEDERAL	COMMONWEALTH
	10. agriculture where minor is 12 or over and work is on family farm or farm which uses less than 500 person-days of labor in any quarter during preceding calendar year	
Minors under 16 may not be employed	1. manufacturing 2. mining 3. processing of foods, or laundering (except as exempted) 4. workrooms or work places where goods are manufactured, mined or processed 5. public messenger 6. hoisting or power-driven machinery 7. hazardous occupations 8. transportation, warehousing, communications, public utility and construction 9. hazardous work in retail, food or gasoline establishments	1. blast furnaces 2. hoisting machines 3. hazardous machinery in motion 4. polishing, buffing wheels 5. switch tending 6. gate tending 7. track repairing 8. railroads 9. boats/ships foreman or engineer 10. motor vehicles 11. explosives 12. distillery/brewery 13. phosphorous 14. liquor sales 15. 30 feet above ground or water 16. factory 17. workshop 18. manufacturing establishment 19. mechanical establishment
Requirements	Employment or age certificate should be obtained by all employers to protect agains unintentional violation of the child labor laws. (Contact the Massachusetts Labor Division; See Chapter 141, Sections 7 and 9, regulations 7, 8 and 9.)	Minors 12 and over employed in street trades are required a badge issued by Superintendent of Schools. Minors over 14 must be granted a work permit by Superintendent of Schools. Permits must be kept on file by employer including a complete list of names of all such minors employed. Upon termination of minor permit must be returned by employer to Superintendent within 2 days of said termination.

Figure IV.1 (Cont.)

	FEDERAL	COMMONWEALTH
Hours of Work	Employment may only be outside of school hours.	May not be employed for wage or other compensation unless outside of school hours. May not be employed before 6:30 A.M. May not be employed after 6:00 P.M.

Figure IV.2

Age Restrictions, Hours of Work & Hazardous Occupations - Minors 16 to 18

	FEDERAL	COMMONWEALTH
Minors age 16-18 may be employed	1. May be employed in any occupation other than those listed under "May not be employed" - Figure 2. 2. If enrolled in course of study and training in a cooperative education program under a recognized state or local authority or in a course of study in a substantially similar program conducted by a private school may be employed at those listed under "May not be employed," Figure 2 with asterisk (*), page 4.	1. May work in any occupation but those listed under "May not be employed" - Figure 1. 2. May work in drug stores and retail food stores even though intoxicating liquors are sold as long as they do not work in that part of the store where intoxicating liquor is sold. 3. Minors with licenses to operate motor vehicles may work in farm jobs operating properly registered vehicles for distances not exceding 10 miles (on a public way, no more than 1/2 mile distance from farm). 4. Minors enrolled in cooperative agricultural vocational programs may operate small power equipment of the kind utilized by home gardeners. 5. May use motor vehicles if employed in automotive repair shop.
Minors ages 16-18 may not be employed	1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.	1. blast furnaces 2. hoisting machines 3. hazardous machinery in motion 4. polishing, buffing wheels

NOTE: This information summarizes laws and regulations at time of publication of this handbook. Contact the resources in this section relative to specific cases or the latest regulations.

Figure IV.2 (Cont.)

	FEDERAL	COMMONWEALTH
	2. Occupations of motor vehicle driver and outside helper. Exempted from this order is the driving of motor vehicles by licensed drivers as long as: a. the auto or truck is under 6000 pounds gross weight; b. driving is during daylight hours; c. such operation is only occasional and incidental to the job; d. the student has completed a state approved driver education course and holds a valid state license for the type of driving involved; e. the vehicle is equipped with proper seat belts and each employee has been instructed by the employer that such belts must be used. However, towing of vehicles is not permitted under this exemption. 3. Occupations in coal mines. 4. Occupations such as logging and the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. 5. Occupations involving the operation of power-driven woodworking machines. 6. Occupations involving exposure to radioactive substances and to ionizing radiations. 7. Occupations involving the operation of elevators and other power-driven hoisting apparatus. 8. Occupations involving the operation of power-driven metal forming, punching, and shearing machines.	5. switch tending 6. gate tending 7. track repairing 8. railroads 9. boats/ships foreman or engineer 10. motor vehicles 11. explosives 12. phosphorous 13. distillery/brewery 14. liquor sales 15. 30 feet above ground or water 16. factory 17. workshop 18. manufacturing establishment

Figure IV.2 (Cont.)

	FEDERAL	COMMONWEALTH
	9. Occupations connected with mining other than coal. *10. Occupations involving slaughtering, meat-packing or processing, or rendering. 11. Occupations involving the operation of certain power-driven bakery machines. *12. Occupations involving the operation of certain power-driven paper-products machines. 13. Occupations involving the manufacture of brick, tile and kindred products. 14. Occupations involving the operation of power-driven circular saws, band saws, and guillotine shears. 15. Occupations involving wrecking, demolitions, and ship-breaking operations. 16. Occupations involving roofing. 17. Occupations in excavation operations.	
Hours of Work		1. Limited to hours between 6:00 A.M. and 10:00 P.M. except: a. in telephone exchanges when employment may be until 11:00 P.M. b. in restaurants until 12 midnight on Fridays, Saturdays and during school vacation periods, except the last day of each vacation.

Figure IV.2 (Cont.)

	FEDERAL	COMMONWEALTH
		2. Boys under 18 and girls under 21 may work no more than 6 days per week, 48 hours per week and 9 hours per day. If the work performed is not continuous, but is divided into 2 or more periods, than all such work must fall within a period of 10 consecutive hours.

MINIMUM WAGES AND EXEMPTIONS FOR STUDENT LEARNERS

Both federal and state labor laws allow for payment of less than the minimum wage to student/learners if the reduction in wages is necessary to "prevent the curtailment of opportunities for employment." However, to avoid the possible exploitation of student/learners, there are fairly strict limits in the laws and regulations on how low the wages can go, how long sub-minimum wages can be paid, how many employees can be paid less than the minimum wage by any single employer, and so forth. Because of these restrictions, especially the limitation on hours of work per week by any employee paid a sub-minimum wage, most employers prefer to pay student/learners whatever other employees performing similar work are paid. When an employer wants to pay less than the minimum, an application must be filed with the appropriate federal or state official. The regulations concerning minimum wages are outlined in Figure IV. 3. For more information, contact the Minimum Wage Division of the Department of Labor and Industries, 100 Cambridge Street, Boston, MA 02202, (617) 727-3477.

Figure IV.3
Minimum Wage

	FEDERAL	COMMONWEALTH
Qualifications for minimum wage provisions (Fair Labor Standards Act)	1. When the individual enterprise does at least 250,000 dollars worth of business annually. As of January 1, 1977, any enterprise which is part of a chain which does more than $250,000 in business each year will also be covered. 2. If the enterprise as a whole does not come under the FLSA, individual employees may be covered if their work has any relation to interstate commerce. For example, if a secretary routinely handles bills, correspondence, etc., which are sent out-of-state, she may be covered by the federal minimum wage, even if no other employee is covered. 3. Certain types of business are under the FLSA regardless of their dollar volume. Examples from 1974 Amendments include all construction, laundries.	Applies only to those enterprises which do not come under the jurisdiction of the federal minimum wage law.
Exemptions for Student/Learners	1. May be employed under minimum wage only in these areas: -retail or service establishments 80% -agriculture 80% -institutions of higher education 80% 2. Student may not work more than 20 hours per week except during vacations.	1. Exemption for student/learners. 2. Employer must apply to the Massachusetts Department of Labor and Industry for permission. 3. Length of period of exemption shorter than federal regulations. (Contact the Minimum Wage Division of the Department of Labor and Industries)

Figure IV.3 (Cont.)

	FEDERAL	COMMONWEALTH
	3. Subminimum wage may be paid only during the period for which certificate was issued (usually no longer than 1 school year). Institutions of higher education do not need to obtain certificates. Retail or service establishments or agricultural employers may employ 4 or fewer students without precertification. 4. Student employed by elementary or secondary school also eligible if: a. employment constitutes an integral part of school's regular education program; b. employment is consistent with applicable child labor laws. 5. Employer limits total number of hours students work per month to certain proportion of total hours of employment in that particular establishment.	
How to obtain exemption	1. Conditions for approval: The following are some of the conditions necessary for approval of an application to exempt a student from the minimum wage requirements: a. the training program under which the student will be employed must be a bona fide training program. b. employment at subminimum wages must be necessary to prevent curtailment of employment opportunities. c. the student must be at least 16 years old.	1. Application must be mailed to Massachusetts Department of Labor and Industry. 2. Application must include statement of student/learner's job responsibilities and source of money for student's wages.

Figure IV.3 (Cont.)

	FEDERAL	COMMONWEALTH
	d. If the student is to be employed in any activity defined as hazardous by the Department of Labor, the student must be 18 years old, unless the activity is one of those for which exemptions are made for employment of student learners. e. The training must be in an occupation requiring a sufficient degree of skill to necessitate a substantial learning period. f. The student/learner must not replace a worker employed in the establishment. g. The issuance of a certificate would not tend to prevent the development of apprenticeship or would not impair established apprenticeship standards in the occupation or industry involved. 2. Application Procedure: When an exemption from the federal minimum wage is needed to prevent a reduction in employment opportunities for a student/learner, the employer must apply to the Department of Labor for a certificate of exemption. The regulations concerning the application include the following: a. employer obtains the application form from the Regional Office of the Wage and Hour Division. Massachusetts employers should write to:	

Figure IV.3 (Cont.)

	FEDERAL	COMMONWEALTH
	Wage and Hour Division Room 1812C Employment Standards Administration Department of Labor JFK Federal Building Government Center Boston, MA 02203 617-223-5565 b. The application must be completed and signed by the employer and signed by an appropriate school official and the student learner. c. The application requests information such as a description of: - the vocational training program and the processes the student will learn on the job; - the school instruction directly related to the job; - the hourly wage rates of experienced workers vs. the rate the employer proposes to pay the student (see absolute minimum described earlier). - the length of time the student is to be employed at subminimum rates; - the student's age. d. The appropriate school official must also certify in the application that the student is enrolled in an accredited school, college or university and will be employed as part of a bona fide training program. e. The Wage and Hour Division reviews the completed application. If the application is to be denied, the school official, employer and student must be notified	

Figure IV.3 (Cont.)

	FEDERAL	COMMONWEALTH
	within thirty days of the date the application was sent to the Division. However, if a decision cannot be made within thirty days, the Division can extend the review period by notifying the school official, employer and student. Certificates authorizing subminimum wages for student/learners are not issued retroactively.	

SOCIAL SECURITY

All students must have Social Security numbers if their work is covered by the Social Security law or if they receive certain kinds of taxable income. Social Security numbers are also used for income tax purposes. Students may acquire a Social Security card at any Social Security office. The number on the card is used to keep a record of earnings and of any benefits to which a person or his/her dependents become entitled. If a student changes his/her name or loses his/her Social Security card, he/she should go to a Social Security office to get a card showing the new name or a duplicate of the lost card.

Each employer is required to give the employee a receipt for Social Security contributions deducted from his/her pay. This is done at the end of each year or when the student stops working. These receipts, such as Form W-2, will help an employee check on his/her social security record. Receipts show the amount of wages deducted for Social Security. For most kinds of work, wages paid in forms other than cash--the value of meals or living quarters--must be included. For domestic work in a private household or for farm work, only cash wages count.

Most student workers are entitled to benefits under the provisions of the Social Security Act. Major groups of persons not covered are government employees and employees of certain nonprofit organizations. The Social Security Act does not provide coverage for children employed by either parent if they are under 21 years of age.

For more information, call or write any local or regional office of the Social Security Administration, or:

Department of Health, Education and Welfare
Social Security Administration, Room 250
Park Square Building
31 St. James Avenue
Boston, MA 02116
Telephone: (617) 423-3700

TAXES

Student workers involved in a cooperative work experience program are subject to the same taxes as regular workers. This includes both federal and state taxes. Students should be informed that since they are wage earners, a percentage of their income will be withheld by their employer in accordance with tax regulations. Coordinators should be familiar with the W-2 Forms and assist students in the processing of these forms, if necessary. If a student earns less than 600 dollars in the given year, he/she is not required to file a return, but it is to the student's advantage to file a return. If the student earns more than 600 dollars in the given year, he/she is required to file a return even though that student may be claimed as an exemption on the parent's or guardian's tax return.

For more information, contact:

The Department of Corporations and Taxation
100 Cambridge Street
Boston, MA 02202

SUMMARY

In this section, an overview was given of the laws and regulations which apply to students involved in any phase of work experience. These regulations cover hours of work, hazardous occupations, wages, insurance, and taxes. The school is responsible for monitoring the student on a work site and advising the employer of the applicable regulations. Whenever there are any questions, you should contact the Wage and Hours Division of the U. S. Department of Labor and the Massachusetts State Department of Labor.

RESOURCES

Hruska, Jack and Popper, Walter. *Learning Through Work.* Amherst, MA: University of Massachusetts, Center for Occupational Education, 1976.

Stadt, Ronald W. and Gooch, Bill G. *Cooperative Education: Vocational-Occupational-Career.* Indianapolis: Bobbs-Merrill, Inc., 1977.

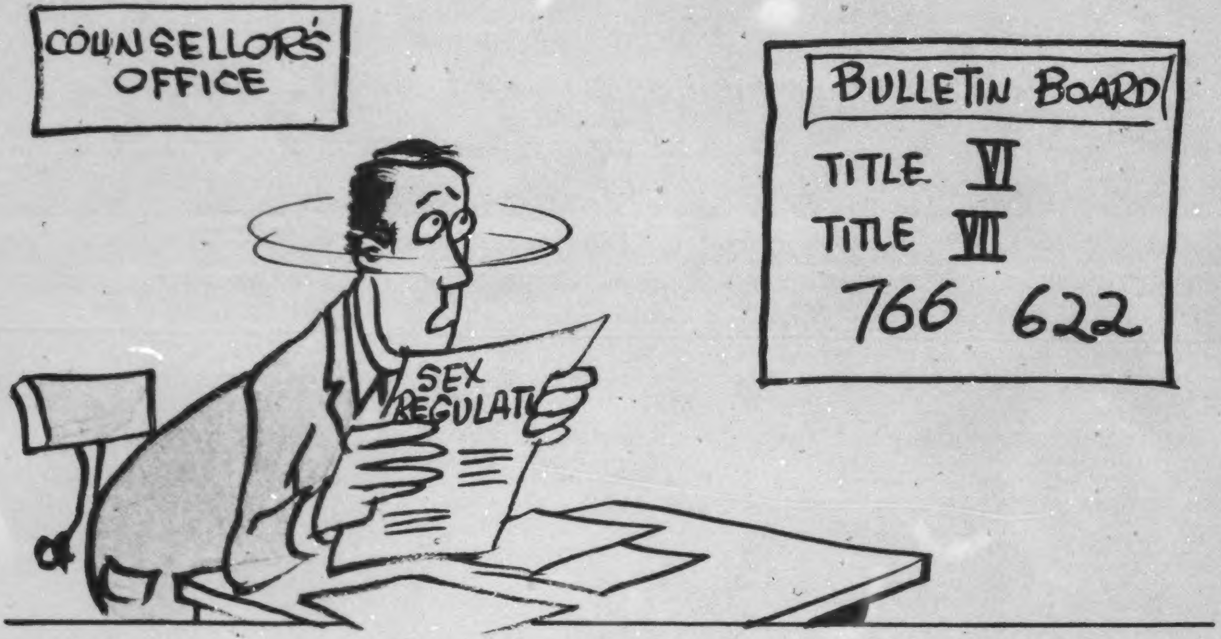
Minnesota Handbook for Cooperative Education. St. Paul: State Department of Education, 1969.

United States Department of Labor
Employment Standards Administration
JFK Building
Boston, MA 02203

Massachusetts Department of Corporations and Taxation
100 Cambridge Street
Boston, MA 02202

Massachusetts Department of Labor and Industries
100 Cambridge Street
Boston, MA 02202

EQUAL EDUCATIONAL OPPORTUNITY AND AFFIRMATIVE ACTION



INTRODUCTION

Since the 1960's there have been a number of federal and state laws and regulations promulgated which have affected the field of education. Examples of these are Education of All the Handicapped Children Act (P.L. 94-142); Massachusetts Special Education Law (Chapter 766); Title IX of the Education Amendments which prohibits sex discrimination and Massachusetts Equal Educational Opportunity Law (Chapter 622).

These laws and their accompanying regulations were established in order to address systematically the needs of special populations who had been underserved. For example, in the past handicapped learners were often institutionalized or, worse, ignored as they passed through their public schools. Students for whom English was not the native language were expected to "pick up" English as they moved from grade to grade. Often these children missed the early reading and math skills, impeding their ability to later learn complex skills. In other instances, curricular and extra-curricular opportunities were not fully available to all students due to racial or sexual bias.

Career guidance services were also often inadequate for these special groups. Rarely did students receive career guidance in their primary language. Career opportunities were often presented in a narrow spectrum with race, color, sex, national origin and religion as limiting factors rather than unique options for career determination.

The purpose of this chapter is to briefly review the laws applicable to education which ban discrimination on the basis of race, color, religion, sex, national origin or handicap; to give resources to which one can turn for further assistance; and finally to discuss the career guidance counselor's role relative to serving all students in a non-discriminatory way.

LAWS BARRING DISCRIMINATION IN EDUCATION

To prohibit discrimination within education, including career guidance, the federal and state government have passed a number of legislative acts. Those related to eliminating discrimination because of handicap are:

- Public Law 94-142, Education of All the Handicapped Children Act of 1975
- Chapter 766 of the Acts of 1972, the Massachusetts Special Education Law (M.G.L. C.71B)
- Section 504 of the Rehabilitation Act of 1973

Those related to the elimination of discrimination because of race, sex, color, national origin and/or religion are:

- Title IX of the U.S. Education Amendments of 1972
- Chapter 622 of the Acts of 1971 (M.G.L. C.76, SS. 5 and 16)
- Title VI and VII of the U.S. Civil Rights Act of 1964
- Massachusetts Transitional Bilingual Education Act, Chapter 71A of the General Laws
- Massachusetts Fair Employment Law, Chapter 151B of the General Laws

It is beyond the scope of this handbook to treat the specific content of each of these laws in depth. However, to put all these laws into perspective refer to Figure IV.4 which lists the various laws and denotes the discrimination banned. The figure also shows the relationship of these laws to federal funds, public education institutions and employment practices. In most cases, Massachusetts laws are more restrictive than federal and consequently state compliance will almost always insure federal compliance.

In the event one needs additional clarification of a specific law or any other type of assistance relative to compliance, the following agencies can be of service:

Law	Responsible Agency
P.L. 94-142 (Federal Special Education)	Bureau of Education for the Handicapped U.S. Office of Education 400 Sixth St., S.W. Washington, D.C. 20202

Figure IV.4

Areas of Coverage, Federal and State Anti-Discrimination Laws

	P.L. 94-142	Chap 766	Sect 504	Title IX	Title VII	Title VI	Chap 622	Chap 71A	Chap 151B
1. Federal Law	X		X	X	X	X			
2. State Law		X					X	X	X
3. Bars discrimination on the basis of:									
- Race		X			X	X	X		X
- Color		X			X	X	X		X
- Religion		X			X		X		X
- Sex		X		X	X		X		X
- National Origin		X				X	X	X	
- Handicap	X	X	X						
4. Applies to all recipients of federal funds			X		X	X			
5. Applies to publicly supported education institutions	X	X	X	X*	X*	X	X	X	X
6. Applies to employment practices			X	X	X				X

*Applies to educational institutions receiving federal funds.

Law	Responsible Agency
766 (Massachusetts Special Education)	Bureau of Special Education Massachusetts State Department of Education 31 St. James Avenue Boston, MA 02116
Sec. 504, Rehabilitation Act, Title VI, Civil Rights Act and Title IX, Education Amendments of 1972	U.S. Office of Civil Rights 140 Federal Street Boston, MA
Chapter 622, Equal Educational Opportunity	Bureau of Equal Educational Opportunity Massachusetts State Department of Education 31 St. James Avenue Boston, MA 02116
Chapter 71A, Transitional Bilingual Education	Bureau of Transitional Bilingual Education Massachusetts State Department of Education 31 St. James Avenue Boston, MA 02116
Title VII, Civil Rights Act	Federal Equal Employment Opportunity Commission 150 Causeway Street Boston, MA
Chapter 151B	Massachusetts Commission Against Discrimination 1 Ashburton Place Boston, MA

THE COUNSELOR'S ROLE IN AFFIRMATIVE ACTION AND PROVIDING EQUAL EDUCATIONAL OPPORTUNITY

The career guidance counselor is a key person in the educational system in carrying out the intent of those laws barring discrimination discussed in the early section. Compliance is more than meeting the letter of the law--one must meet the spirit of the law as well. Through personal, educational and career counseling, the career guidance counselor plays a crucial role with students through decision-making and planning. It is the purpose of this section to discuss the career guidance counselor's role as it relates to promoting affirmative action and equal educational opportunity in the following areas:

- admissions policies and course advising
- career guidance practices
- appraisal instruments

ADMISSIONS POLICIES AND COURSE ADVISING

Career options for many students can be opened or closed quite early in their educational life, often depending on the courses they take during their high school years. Federal and state laws make it absolutely clear that no student can be denied admission to a school program on the basis of sex, race, color, religion, national origin or handicap. Because career guidance counselors work with other school personnel in developing admissions criteria as well as counsel students on courses of study, the following factors should be incorporated for compliance with the regulations:

- All public schools in the district must admit students without regard to sex, race, color, religion, national origin, handcap or limited English-speaking ability.
- Recruitment procedures and materials must make it clear that the school is open to all students.
- Pictorial representations in recruitment materials must depict students of both sexes and of minority groups.
- Any admissions criteria administered, including but not limited to testing, use of recommendations, and interviewing, must not have a disproportionately adverse effect on members of one sex or of a minority group and must validly preduct sucess in the educational program.
- No school can require completion of courses or programs which were previously denied to members of one sex or essentially inaccessible to any racial, ethnic, religious, linguistic or handicapped group for admission to that school.
- No school can discriminate against or exclude any person on the basis of marital or parental status, pregnancy, childbirth, termination of pregnancy, or recovery therefrom.
- Selective secondary schools in the district must take steps to insure that the student population reflects proportionately the number of males, females, and racial and ethnic groups present in the secondary school population of the geographic area served by that school.
- Special efforts must be undertaken to notify and recruit members of the sex or minority group previously limited or currently underrepresented in admission to any selective school.
- No courses of study, such as industrial arts, home economics, health, or typing can be conducted for or required of only females or males.
- No students can be scheduled into classes on the basis of sex.
- Linguistic minority students must be provided with appropriate bilingual instruction or other supportive services to insure their equal rights access to courses of study.

CAREER GUIDANCE PRACTICES

A counselor's perception of students and their future options may influence student choices more than any other aspect of career guidance services. In making course or career decisions, students may easily adopt the counselor's view of appropriate direction for them, even if this view is unconsciously biased. Consequently career guidance counselors must be particularly alert to their own biased attitudes and limited knowledge about a subject. The following are items which should be used for compliance under career guidance practices.

- All students are encouraged to consider seriously all programs of study, courses, extra-curricular activities, educational and occupational opportunities on the basis of their individual interests, abilities, and skills rather than on the basis of sex, race, color, religion, national origin, handicap or limited English-speaking ability.

- "Career Day" programs, occupational information, and employment and training recruitment material must make it clear to students in writing and pictorially that all options are open to them regardless of race, color, sex, religion, national origin, handicap or limited English-speaking ability.

- All counselors should encourage and support students interested in non-traditional educational and occupational pursuits.

- Counselors must be aware of possible cultural and sexual bias in tests and take steps to counteract such bias in the administering and interpretation of these tests.

In addition to the preceding compliance items, individual counselors may want to review their own career guidance program with regard to the following:

- activities developing early career awareness and other early curriculum experiences;

- career guidance practices related to helping students with occupational/career and academic planning and decision-making;

- staff attitudes and knowledge about career options for all students regardless of sex, ethnic background or handicap, and about the relative importance of training students in skills for economic self-sufficiency;

- career guidance and instructional practices that encourage students to take prerequisites for occupational/vocational programs;

- student, parent, and community views supporting traditional occupational/career patterns;

- attitudes of employers and trade unions toward the school's career guidance efforts.

The information yielded by such a review will indicate alternatives that go beyond the school's admissions policies, and might include the following activities to be initiated by the career guidance office such as:

> system-wide staff development that builds awareness of the effects of occupational segregation, and provides staff with tools to inform and support students in non-stereotyped decision-making;
>
> coordinated program planning which recognizes the links between early curriculum choices and later career decisions;
>
> information strategies to insure that parents and the public understand the school system's approach to non-biased career education;
>
> programs to develop early student awareness of career options, so that appropriate curriculum decisions can be made;
>
> employer outreach and involvement, to advocate equal employment opportunity rights, and to allow employers to communicate to the staff their needs for trained minority, female and handicapped graduates;
>
> special or remedial programs designed for students who want to enter programs but lack access to prerequisites;
>
> specific mechanisms, including bilingual teachers and aides, to provide fully equal occupational training and career guidance to linguistic minority students;
>
> active recruitment programs which make occupational/career training a viable and attractive option for members of all groups;
>
> involvement of career guidance personnel in developing individualized education plans (IEP's) for special needs students in order to provide viable career options.

APPRAISAL INSTRUMENTS

The use of appraisal instruments on testing for career guidance purposes has been a practice used by some schools for a number of years. However, recent research and other analyses have brought to light a number of limitations to using appraisal instruments as a sole determinant for decision-making. Most tests and measurements experts now agree that good testing practice involves comparing the results of several assessment devices. Whatever credence is given to any one test (depending on its validity, reliability, and relative freedom from bias), its results should be given only partial weight in any decision. Other tests, grades, interests, and teacher/counselor recommendations should also carry significant weight.

Every school system should review its testing procedures in the light of how they affect its own students. The following guidelines summarize, in general terms, the current thinking on bias in testing.[1]

CAREFUL RESEARCH REVIEW

The reference manual of each test used in the system should be thoroughly reviewed for data on test development, item content, validity, reliability, and norming groups.

Ideally, the manual will discuss potential bias and recommend ways to minimize it. If this is not the case, the test user should request the information from the publisher. Testing systems older than five years are not likely to reflect current measurement principles regarding bias, and systems should make every effort to obtain new materials and references.

The user should supplement this review with other sources of testing information, including standard texts and references, publishers' technical references, and current literature on test bias.[2]

MOST FREQUENT SOURCES OF TEST BIAS

Research literature has revealed that test bias frequently has its origin in inadequate testing programs.

A test's validity should be continuously checked by the system through studies to determine if what it measures bears a direct relationship to subsequent performance. Tests that impact differentially on different groups often turn out to be measuring unrelated knowledge and experience that do not actually predict later success.

A second frequent source of bias is testing procedures--the behavior and attitudes of test users in selection, administering, and interpreting tests. All tests exhibit characteristic strengths and weaknesses, and no test can be completely accurate. When test users, through lack of time or in depth knowledge, rely on defective, inappropriate, or incomplete test results to make decisions, they may, without realizing it, perpetuate bias. Additionally, their own attitudes about students in different groups may strongly influence the weight they give to particular test results.

These persistent sources of bias can only be addressed when staff have the time and resources to develop quality control standards for the testing program and to practice new administrative and interpretive approaches.

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[1] A more detailed discussion of appraisal instruments is covered in the chapter on Career Guidance Techniques, subsection Career Assessment Instruments.

[2] Accessible through *Psychological Abstracts*.

ADMISSIONS/ SELECTION TESTS

Whenever tests are used to select students for admissions to programs, the school system must determine that they do relate to subsequent performance. However, even a "valid" test may be biased. Any test used for admissions that consistenly eliminates disproportionate numbers of minority or female students should be considered suspect and its use as a decision factor suspended or, at least, reconsidered.

INTEREST INVENTORIES

Interest inventories compare students' current preferences with patterns of preference in other groups, usually adults in specific occupational roles. Inventories were originally constructed and normed when traditional sex roles were generally accepted.

As a result, they represent a category of testing which must be used with caution. Interest inventories should never stand alone as an indication of a student's preferences nor be treated as permanent measures. Any inventory results should only supplement the process of counseling in illuminating student interests, and in encouraging consideration of broad options.

Department policies should be developed to guide counselors in using and interpreting these tests. Only within the last five years have inventory publishers begun to remove sex bias from the instruments. Most now have up-to-date reference material on bias, which counselors should request. (For helpful guidelines, see the preface to *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, Diamond, E.)

Finally, counselors will need to address the issue of occupational stereotyping directly with students. Any stereotyping that remains implicit in test forms and results must be positively counteracted. Because students themselves may place more weight on the outcomes of interest testing than is warranted, counselors will also need to help students properly analyze the outcomes. Students need to understand that as time passes, new experiences and learnings may change their interest patterns.

LINGUISTIC MINORITY STUDENTS

Tests that rely on English comprehension and usage, whatever their purpose and content, are obviously inadequate for obtaining valid results from students of limited English-speaking ability.

School systems will need to review their testing program as it affects linguistic minority students. Options for non-discriminatory testing include:

- eliminating such tests as criteria;
- providing primary-language versions of tests (in fully comparable translations);
- developing assessment mechanisms that do not rely on English fluency for specific content areas.

CONCLUSION

This section has focused on the state and federal laws that impact equal educational opportunity and affirmative action. These regulations were promulgated to stem certain discriminatory practices within the educational system. The complement of these laws bans discrimination because of race, color, religion, sex, national origin or handicap. A number of resources were listed in the section to which one can turn for clarification or assistance with these laws.

The second part of this section dealt with the career guidance counselor's role vis-a-vis these laws. Compliance must involve an active approach rather than just a passive one. Career guidance counselors are critical in this regard through their efforts in admissions policies and course advising, career guidance practices and appraisal instrument use. Each of these areas was discussed. In each case a listing of factors to be used as criteria for compliance with the anti-discrimination laws was included.

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Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

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Bureau of Equal Educational Opportunity
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

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Resource Center on Sex Roles in Education
National Foundation for Improvement of Education
1201 16 Street, N.W.
Room 701
Washington, D.C. 20036

Complying with Title IX: Implementing Institutional Self-Evaluation. Available from:
Resource Center on Sex Roles in Education
National Foundation for Improvement of Education
1201 16 Street, N.W.
Room 701
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Bureau of Equal Educational Opportunity
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

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KEDS General Assistance Center
College of Education
Kent State University
Kent, Ohio 44242

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Equal Rights for Women in Education Project
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

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Office of Civil Rights
Department of Health, Education and Welfare
RKO Building, Government Center
Bullfinch Place
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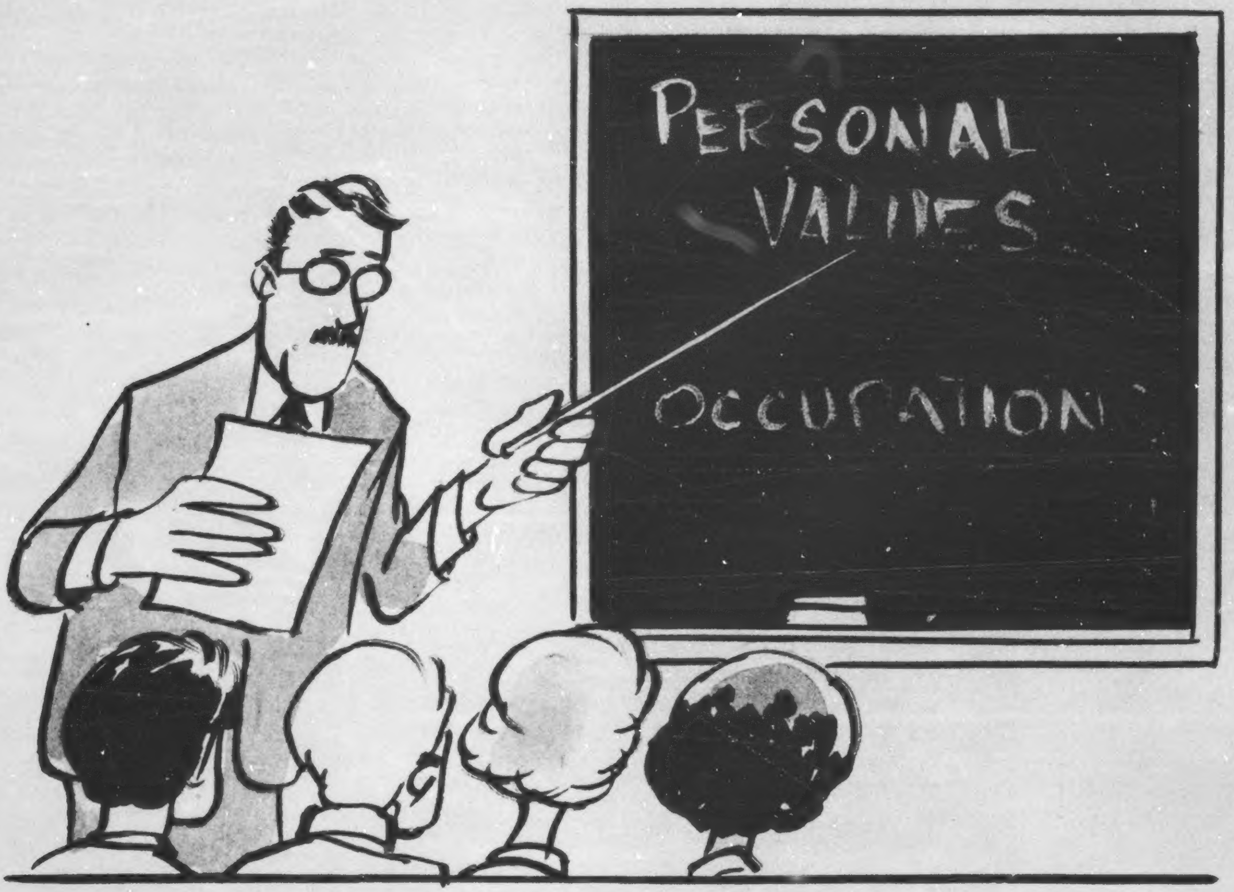
What Everyone Should Know About Chapter 766. Greenfield, Mass: Channing L. Bete Co., Inc., 1975.

The following organizations offer assistance in understanding and working within the guidelines of Chapter 766. See Chapter II, Career Resource Directory, for more information and mailing addresses.

- Massachusetts Department of Education
- Regional Education Centers
- Student Advocacy
- Federation for Children with Special Needs
- Special Education Organizations

For more information about Massachusetts educational laws and regulations contact your Regional Education Center.

CHAPTER V
CAREER GUIDANCE TECHNIQUES



INTRODUCTION

Counseling and guidance, as it generally exists today, was first included as a part of the high school's responsibility almost entirely for the purpose of providing assistance to those high school students destined for college. When concern was raised that a similar service ought to be provided for those students exiting high school for work, the easiest thing was simply to add vocational guidance to those duties of counselors already providing college placement services. The dilemma today has been summarized by Willard Wirtz:

> Most of those who try to cross these bridges without going by way of college--roughly half of today's youth--do so in virtual ignorance of where they are going, at least so far as any formal guidance is concerned. Those who need such guidance most are getting the least of it.[1]

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[1] *The Boundless Resource.* Washington, D.C.: New Republic, 1975. p. 38.

It is increasingly understood that all students, both those seeking work after completing high school and those college bound, receive appropriate career choice assistance.

This chapter was developed for the purpose of providing you with activities and information that will strengthen your role in meeting the career guidance needs of your students. Much of today's career guidance literature espouses the need for working in groups and strengthening the curriculum by tying it to the career needs of students. Moreover, assessment instruments or career inventories can provide insights and direction to students on career choices. Finally, with the introduction of the computer, accurate and accessible career information can be made available to students to help them make career decisions using timely and accurate information. This chapter addresses these three areas.

ORGANIZATION OF THIS CHAPTER

This chapter is divided into three sections:

- group activities
- assessment instruments
- computer uses

The first section on group activities is an attempt to provide learning experiences which will help students expand their knowledge, attitude and skills in career guidance. These activities are taken from tested sources but in some cases rewritten to provide a common format. These modules cover the topics of self-exploration, career exploration, decision-making and career planning and placement.

Appraisal instruments are the subject of the second section. While a helpful tool for counseling, appraisal instruments have come under criticism for sex and race biases. Nevertheless, with proper instrument selection, student orientation, administration and interpreting appraisal instruments can be used as one of several factors used in counseling students. An abstract of the most commonly used instruments concludes the section.

Lastly, the subject of computer uses in guidance is discussed. This section addresses basic questions about retrieval systems, integrating them into the school setting and evaluating their effectiveness. The section concludes with a listing of vendors, suppliers and current systems.

GROUP ACTIVITIES FOR CAREER GUIDANCE

JOBS
MAP
MAP

INTRODUCTION

As school systems are tightening their financial belts, career guidance staff are increasingly being asked to justify their programs, as well as to take on additional roles. Group guidance programs enable you, as a career guidance counselor, to:

- reach more students and thus make more efficient use of your time;
- increase student learning by group instruction and feedback;
- leave students with specific knowledge, attitudes and skills; and
- tie career counseling more closely into the curriculum.

On the following pages are a range of group activities which cover the topics of *self-exploration, career exploration, decision-making* and *career planning and placement*. Figure V.1 lists these activities and notes the primary content emphasis. While there are obviously more areas that could be covered, an attempt was made to limit these activities to the essential areas. Moreover, these areas coincide with the themes of this handbook--discovering, deciding and developing, as the following illustration shows:

DISCOVERING → DECIDING → DEVELOPING

(Expanding Options) (Narrowing Options) (Preparation)

self & career exploration

decision-making

career planning and placement

The activities in these sections were drawn from a number of resources. They were selected on the following criteria:

- They teach a specific career development skill (e.g., locating sources of career information);
- They are comprehensive (e.g., identified objectives and teaching steps);
- They relate to the theme of the handbook: discovering, deciding and developing; and
- They are suitable for secondary school students.

The constraints of space limited the number of activities which could be included. While there are certainly other good classroom activities it is hoped that the activities that are included here can provide the base upon which to reach more students and to prepare them for guiding their own career development.

Figure V.1

Matrix Guide to Career Guidance Activities

Activity	Page	Self Exploration	Career Exploration	Decision Making	Career Planning and Placement
"Where Am I?" - "Where Do I Want to Be?" (1 of 7)	6	X			
"What Makes Me Tick?" (2 of 7)	8	X		X	
"What I'd Do If" (3 of 7)	10			X	
My Successes (4 of 7)	12	X			
The Me Sandwich Board (5 of 7)	14	X			
Strength Skits (6 of 7)	15	X		X	
Getting Where I Want to Go (7 of 7)	19				X
Diagnosing a Classroom Problem	21			X	
T-P Leadership Questionnaire: An Assessment of Style	22	X			
Expanding Career Alternatives	27		X		
Locating Sources of Career Information	33		X		
Using Sources of Career Information	36		X		
Exploring your Career Values	40	X			
Systematic Decision-Making	45			X	
Planning For Your Career	49				X
Me, Myself and Maybe	54	X			
Taking Care of Business	57	X			
Our Own Two Hands	59		X		
Treasure Hunt	61		X		
Work Means. . .	63		X		
Success Story	65	X	X		
Choosing Changes	67		X	X	
Planning Ahead - The Racer	69				X
What's Your Career Plan?	71				X
Resume Writing	75				X
Completing a Job Application	79				X
Taking a Job Interview	84				X

"WHERE AM I?" - "WHERE DO I WANT TO BE?"
(Session 1 of 7)*

Goal:

To assist students in recognizing their personal characteristics and in identifying those characteristics acceptable to them and those they would like to change.

Objective:

During the class period, students will complete the exercise "Where Am I? - Where do I Want to Be?" and be able to discuss the choices they made and changes they may want to make.

Group Size:

Small to Classroom

Materials Needed:

Handout on Values - "Where Am I" - "Where Do I Want To Be?"

Process:

We are going to take a look at some characteristics people have and decide what characteristics each of us has. (Teacher may need to discuss the meaning of characteristics with the students.) It is up to you to decide what characteristics are yours and what changes, if any, you want to make. Let's look at the first characteristics together. (Teacher is to put the following example on the board and mark it as he/she explains:

1 2 3 4 5
(Truthful Terry ' ' ' ' ' Less Truthful Lucy)

Are you the kind of person that is truthful most of the time, if so, mark X close to truthful. Are you less truthful most of the time, then mark X close to less truthful. Maybe you feel you do both half the time, mark X in the middle of the line. You are to mark X on the number close to where you feel you are. Next, decide if that is where you want to be. If it is, draw a circle around the X. If you want to change your characteristic, draw an arrow in the direction you want to go.

Example: X ←——or——→ X

"I'm giving you a sheet that has some other examples like this one. You are to decide where you are on each line and mark them as we did the example." (When the students have finished, talk about the choices they made and the changes they may want to make.)

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*From *Running for Joy*, (Kentucky Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

"WHERE AM I?" – "WHERE DO I WANT TO BE?"

Woodsy Owl (Outdoors)	1	2	3	4	5	Bookworm (Indoors)
Lazy Louie	1	2	3	4	5	Busy Beth
Lonely Liz	1	2	3	4	5	Groupie Greta
Sloppy Sally	1	2	3	4	5	Neat Ned
Late Lana	1	2	3	4	5	Early Ellen
Marvin Mouth	1	2	3	4	5	Earl Ears
Sad Sam	1	2	3	4	5	Happy Harry
Loser Linda	1	2	3	4	5	Winner Winky
Selfish Suzie	1	2	3	4	5	Sharing Sid
Gentle George	1	2	3	4	5	Rough Rhonda

"WHAT MAKES ME TICK?" (Session 2 of 7)*

Goal:

To encourage students to look at themselves in terms of their own values and goals and to discover how what they value affects their behavior.

Objective:

Given the values exercise "What Makes Me Tick?", students will select a response to each item and be able to discuss the choices they make and the values which determined their choices.

Materials Needed:

Handout on Values - "What Makes Me Tick?"

Process:

Each of us have certain attitudes or feelings about the things that are important to us. What we think is important often causes us to behave in different ways. Because we are all different we value different things and to a different degree. Even though we may all agree that many things are "good" when we have to make choices about what is most important or what is best, we make different choices according to what we value the most. Let's think about some of the values that we have or what we think is important.

Note to Teacher:

You may want to list these values on the board as they are suggested by the class. In some cases you may need to translate tangible items to the value they represent. (Example: Toys may represent pleasure, pretty clothes may represent an interest in physical appearance.)

SAY:

"I am giving you a sheet which has a list of situations that require you to make choices about what is important to you or what you value. When you have finished we will talk about the choices we made and why we made them." (After students have completed the "What Makes Me Tick?" handout on values, allow a few minutes for discussion about the choices they made and the values which may have determined their choices.)

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*From *Running for Joy,* (Kentucky Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies,* (Arizona Department of Education).

"WHAT MAKES ME TICK?"

Would you rather be:

1. Healthy
2. Rich
3. Smart

1. Good looking
2. Famous
3. Helpful to others

1. First man on Mars
2. President of the U.S.
3. Richest person in the world

Would you rather:

1. Help with dishes
2. Play
3. Read

1. Make up stories
2. Have someone read your stories
3. Have someone read to you

1. Help others
2. Have someone help you
3. Do things yourself

If you found a dollar at school would you:

1. Tell no one and keep it
2. Tell the principal
3. Share it with your friends

Would you rather be:

1. Captain of the team
2. One of the players
3. Watching the game

Do you think that others should have:

1. More money than you
2. Less money than you
3. The same amount as you have

If your best friend stole a sweater from a store would you:

1. Tell the owner or his/her parents
2. Tell your friend he/she was wrong
3. Not say anything because he/she is your friend

"WHAT I'D DO IF" (Session 3 of 7)*

Goal:

To stimulate students' thinking about values and the way our values affect our responses to different situations.

Objective:

Given the exercise "What I'd Do if," students will complete the exercise and be able to discuss their reasons for the choices they made.

Materials Needed:

Handout on "What I'd Do If"

Process:

Have you ever been faced with a situation in which you had to make a decision but you didn't know what you should do? We all find ourselves in situations sometimes that make it necessary for us to solve problems for ourselves. Some questions we might ask are: What are some possible solutions to the problem? Do I think any of the possible solutions are wrong? What about the feelings of other people who may be concerned? What seems to be the best solution to the problem when all things are considered?

Let's look at some possible situations that may create problems for us and how we could find ways to solve those problems. Think about the different ways that each problem could be handled and choose the solution that you think is best.

Note to Teacher:

Read the following situation to the class and the possible alternatives to be considered. Allow students to select solutions and explain their reasons for the choices they made. It is important that the teacher refrain from making evaluative statements abput the choices that students make, but rather maintain an accepting attitude and encourage them to examine the possible consequences for the action they choose.

Sample Situation:

Someone wants you to throw stones at the windows of another person's house.

Would you:

1. Refuse to do it
2. Tell him/her you won't and that he/she shouldn't either
3. Go ahead

---

*From *Running for Joy*, (Kentucky Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education)

"WHAT I'D DO IF"

1. Someone wanted me to throw stones at the windows of another person's house--
   - a. Refuse to do it
   - b. Refuse to do it and tell him/her not to do it either
   - c. Go ahead

2. I broke a window at school and no one saw me do it--
   - a. Tell the principal what happened
   - b. Say someone else did it
   - c. Not say anything

3. The driver forgot to collect my money for the bus--
   - a. Say nothing
   - b. Give him/her the money if he/she asked for it
   - c. Remind him I hadn't paid

4. My team lost the game--
   - a. Refuse to play anymore
   - b. Tell the other team they played a good game
   - c. Say the game wasn't fair

5. I felt tired and wanted to go to bed before my company went home--
   - a. Stay up until they were ready to leave
   - b. Tell them to go home
   - c. Say "excuse me" and go to bed

6. I found a purse and didn't know who owned it--
   - a. Try to find out who it belonged to
   - b. Keep it and say nothing
   - c. Say "finders keepers"

7. A stranger stopped and asked if I'd like to go to the circus--
   - a. Refuse and walk away
   - b. Ask my mother
   - c. Go with him/her

8. I had two friends who didn't get along together--
   - a. Not play with either of them
   - b. Try to help them become friends
   - c. Choose between them

9. My best friend made unkind remarks about the new student in our class--
   - a. Tell my friend that both of us should get to know the new student better
   - b. Tell the new student what my friend said
   - c. Agree and say "I think you're right"

10. My mother wanted more time to do things she enjoyed--
    - a. Not do anything
    - b. Say "It's really tough being a mother"
    - c. Help with the housework

MY SUCCESSES (Session 4 of 7)*

Goal:

To assist each student in learning to respect and like himself/herself more by reinforcing that which he/she has achieved.

Objective:

Given "My Success Chart", students will list at least one success in each area and indicate why they were successes.

Materials Needed:

Success Charts, Pencils

Process:

We are going to talk about successful things we have done at home, at school and with our friends. A successful thing I have done at home is ____________________________________. (Teacher reads examples from completed success chart.) I thought this was successful because it ______ ________________________, and ____. Now you write a success you had at home and mark why you thought it was a success. Now complete your chart the same way. Stop at the double line. (Wait until this is done.) Choose the success you think is the biggest of these and put it in the space - "The Biggest Success." Now let's think about a goal we'd like to reach or a success we'd like to achieve. Write that goal in the box marked "My Future Success" and tell why you think that would be a success to you.

Suggestions:

Time may be a barrier. You many want to limit each area to one success and/or omit the future success. The teacher should be prepared to point out at least one success for each student that he/she has observed in school.

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*From *Running for Joy*, (Kentucky Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

MY SUCCESS CHART — **WHY I THOUGHT THEY WERE SUCCESSES**

WHERE MY SUCCESSES HAPPENED	SUCCESSES	I helped somebody	I did it well and I felt good	I was given money or a present	I got somebody to do something	I did it all by myself	I learned something new	People liked me and respected me	My family was proud of me
A.	1.								
AT HOME	2.								
	3.								
B.	4.								
WITH MY	5.								
FRIENDS.	6.								
C.	7.								
AT SCHOOL	8.								
	9.								
D. MY BIGGEST SUCCESS	10.	☒	☒	☒	☒	☒	☒	☒	☒
E. MY FUTURE SUCCESS	11.								

THE ME SANDWICH BOARD (Session 5 of 7)*

Goal:

To help students discover and focus upon the strengths they possess and to identify the strengths of their classmates.

Objective:

By constructing a tagboard illustrating his/her strengths and participating in constructing a tagboard about other members of the group, each student will compare strengths they identified with characteristics others identified on the tagboards.

Materials Needed:

12" x 18" Tagboard (2 per student), Cord, Magic Markers or Crayons, Magazines, Scissors, Glue, Construction Paper

Process:

Step I

First, we are going to begin thinking about some of the qualities or "good things" about ourselves that help us to be the important people that we are. We can call these our strengths or strong points. What are some of the strengths that you have? (Refer to Session 4 if necessary.) Remember that we are all different and therefore we have different strengths. On the piece of tagboard that you have been given draw some pictures and/or write some words or phrases that show the good things about you. If you want to, you may find pictures and paste them on the tagboard to represent your strengths. (The leader may further clarify strengths by pointing out that people have strengths other than specific skills like throwing a ball or running fast; there are many intrapersonal and interpersonal strengths such as loyalty, honesty, regard for the feelings of others, being a good friend, etc.)

Step II

Next, we are each going to put our names on our other sheet of tagboard on the wall so that other members of the class can let us know what strengths they see us as having. Remember, the last time we thought about our own strengths or good points; today we are going to think about the strengths of others and show these by putting pictures or words on their sheets of tagboard. You will be in groups of ten (more or less) so that you will be looking for strengths in each of the members of your group and showing these by your pictures or drawings.

Step III

Now we are going to share this sheet we did by ourselves with the other members of our group and look at the sheets they did for us. How are they alike? How are they different? Did you find out that others see strengths in you that you weren't aware of? Were you aware of some strengths in yourself that the others in your group had not observed? (This is to be done in the same small groups as in Step II).

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*From *Running for Joy*, (Kentucky State Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

STRENGTH SKITS (Session 6 of 7)*

Goal:

To encourage identification of strengths in group members and to provide opportunities for group interaction and decision making.

Objective:

Each student will participate in a skit by making decisions where each person fits based upon their strengths and being able to discuss that decision.

Materials Needed:

Handouts - "We're in the Circus" and "Lost in the Woods"

Process:

We have been thinking about strengths or strong points that each of us possesses and these are shown on the sandwich board that we made. This activity is to help us better understand how people get along together by using the different abilities they have. Remember, that we are important to each other because it takes many kinds of strengths and skills to get things done and we each have something different to contribute or give to the group. We are going to divide into groups of six (or fewer) for a task that will help us see how our strengths can make us valuable and important to others. Think about the strong points of the members in your group and see how they may be like the people described on the sheets I am giving you.

Note to Leader:

You may choose to use the skits as two separate activities, depending upon the time available. If both sheets are used during the same time period, they should be distributed separately in order to assure the groups' full attention to each task.

CLOSURE FOR STRENGTH SKITS

After groups have completed the character assignments according to the descriptions given on the handouts, allow the students to form sub-groups of like characters. For example, in the "We're in the Circus" exercise, all Fortune Tellers, Strong Men, Costume Makers, etc. will form groups; in the "Lost in the Woods" exercise, all Organizers, Peacemakers, etc. will join together for brief discussion sessions.

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*From *Running for Joy*, (Kentucky State Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

Encourage the students to discuss the feelings they had about:

1. Being involved in making the decisions about character assigments
2. Having been identified by their group members as possessing a particular strength
3. Reaching decisions when group members have different ideas and see different strengths in others.

Students may also want to discuss their feelings about being members of the subgroup: How are we alike? How are we different? Was there another character that we would like to have been? Why? (What strengths did the character have that we might like to work toward?)

Note to Leader:

You may wish to write suggested ideas for discussion on the board so that all groups may function simultaneously.

STRENGTH SKIT – "WE'RE IN THE CIRCUS"

Your group is going to be responsible for assigning jobs in a circus. Think about the strengths that each person has and what he/she can do well that would help in that job. Be prepared to tell the other groups why you decided upon the person that you chose for each character. Either a boy or girl could be selected for each role. The following jobs are to be assigned:

A. Fortune teller ________________

B. Strong Man ________________

C. Ringmaster ________________

D. Clown ________________

E. Roustabout (Puts up tent and equipment) ________________

F. Costume Maker ________________

G. Business Manager ________________

H. Food Seller ________________

I. Animal Feeder and Caretaker ________________

J. Boss ________________

K. Nurse ________________

L. Doctor ________________

STRENGTH SKIT – "LOST IN THE WOODS"

The members of your group have become separated from the rest of your class during a hike through a wooded area. You know that someone will be coming to look for you, but it is getting dark and you may have to spend several hours there before you are rescued. Every person in your group would be important in some way depending upon the different strengths and abilities that each has. Read over the descriptions for each character and choose a member of your group who fits each role. Be prepared to tell the other groups why you decided upon the person that you chose for each character.

Olga or Ollie Organizer. Helps the group get together to decide what should be done before rescuers arrive. Encourages each member to decide what he/she can do to make the situation more comfortable until they are found.

Funny Fran or Freddie. Keeps laughing and telling jokes and helps the other group members become more relaxed and less afraid.

Strong Stan or Sarah. Can do the things that require strength such as moving heavy logs and rocks from the path and gathering wood for the fire.

Smart Susie or Sid. Thinks of things that others in the group haven't considered, such as pointing out the advantages of remaining in the same place and staying together until someone locates them.

Cooperative Carl or Carla. Helps all the others by his/her willingness to share in the jobs that need to be done.

Peter or Pam Peacemaker. Helps keep the group working together by settling arguments that arise and helping the group get along.

Assign the following jobs:

A. Organizer ____________________

B. Funny ____________________

C. Strong ____________________

D. Smart ____________________

E. Cooperative ____________________

F. Peacemaker ____________________

GETTING WHERE I WANT TO GO
(Session 7 of 7)*

Goal:

To identify a conflict and to consider alternatives for a solution.

Objective:

Based upon previous exercises in this series, students will identify a goal (something they can't do or would like to do better), the barriers to reaching that goal, and three alternatives for reaching that goal.

Materials Needed:

Diagramed Handouts - "The Me Sandwich Board" (session 5)

Process:

1. Think of something you want to do that you haven't been able to do, or something you would like to do better.
2. On the blackboard write (or draw a picture of) the things that keep you from reaching your goal or what you want to do (barrier).
3. Look back at your Sandwich Board (Session 5), your Strength Skits (Session 6), and your "What Makes Me Tick." (Session 2) and decide what strengths you have that you can use to overcome the barrier.
4. Decide three things you might do to overcome the barrier and reach your goal.
5. Students should be placed in groups of five (5) for the rest of this activity. Decide on the best thing to do and share your plan with the other group members.
6. Ask the other members if they can think of something that you had not considered or how they could help you.
7. Write a plan for reaching your goal.

Suggestions:

Teacher should work through a conflict example with the entire class before the students start working alone.

After the Session:

If you'd like to continue thinking about your strengths and share them with other members in the class who were not in your group, you may attach your sheets so you can wear them over your shoulders like a Sandwich Board. (Holes are punched in each side of sheets near the top and short lengths of string are tied through to secure one in front and one in back.)

Note to Teacher:

Provide a place in the classroom for students to keep their sandwich boards to be worn whenever they choose. The class may want to designate certain periods of time to wear them, perhaps during other sharing sessions.

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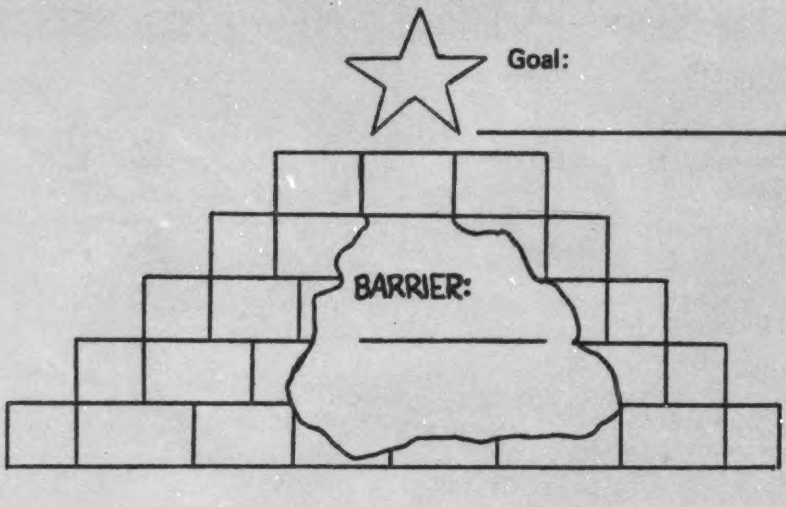
*From *Running for Joy*, Kentucky State Department of Education, 1975), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

"GETTING WHERE I WANT TO GO"

Goal: ______________________________



STRENGTHS: (From Strength Skits, "Me Sandwich Board" and "What Makes Me Tick")

1. ____________________	4. ____________________
2. ____________________	5. ____________________
3. ____________________	6. ____________________

Three Ways of Overcoming Barrier:

1. ____________________
2. ____________________
3. ____________________

Best Way For Overcoming Barrier: ______________________________

____

____

Suggestions For Group Members: ______________________________

____

____

My Plan For Reaching My Goal: ______________________________

____

____

DIAGNOSING A CLASSROOM PROBLEM*

Goals:

To move from creative thinking to creative action and to learn to become more effective problem solvers.

Objective:

At the end of this session, students will be able to state a problem and the goal, list the helping and impeding forces, and select resources for achieving the goal.

Group Size:

Classroom

Materials Needed:

Chalk board

Process:

1. Begin a discussion of classroom problems such as tardiness, discipline, and the like.
2. Draw this form on the board:

Problem:

Goal:

Helping Forces	Holding Forces

3. Ask the class to list alternatives which hinder solution (holding forces) and factors contributing to the solution (helping forces).
4. Circle factors which the class feels it can improve upon and/or hindering factors which could be eliminated or improved upon.
5. List action steps (helping forces).
6. Review the steps you have listed and circle those which seem promising.
7. List the steps you have circled; then for each such step list the materials, people, and other resources which are available for carrying out the action.
8. Review the final list of action steps and resources and think about how each might fit into a comprehensive framework of action. Eliminate those which do not seem to fit into the overall plan, and think about a possible sequence of action.

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*From *Teaching Interpersonal Social Skills*, (San Diego County Department of Education, 1974), in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

T-P LEADERSHIP QUESTIONNAIRE: AN ASSESSMENT OF STYLE*

Goal:

To evaluate oneself in terms of task orientation and people orientation.

Objective:

Each student will complete the T-P Leadership Questionnaire, calculate their score, and plot his/her score on the profile sheet. In addition, students will discuss the implications of this exercise for the school and work settings.

Time Required:

Approximately 45 minutes

Group Size:

Unlimited

Materials Needed:

1. T-P Leadership Questionnaire for each participant (copies herein)
2. Pencil for each participant
3. T-P Leadership Style-Profile Sheet for each participant (copies herein)

Physical Setting:

Participants should be seated at tables or desk chairs

Process:

1. Without prior discussion, the facilitator asks participants to fill out the T-P Leadership Questionnaire.

2. Before the questionnaires are scored, the facilitator presents a brief lecturette on shared leadership as a function of the combined concern for tasks and people.

3. The facilitator announces that, in order to locate himself/herself on the Leadership-Style Profile Sheet, each group participant will score his/her own questionnaire on the dimensions of task orientation (T) and people orientation (P).

4. The facilitator instructs the participants in the scoring as follows:

   a. Circle the item number for items 8, 12, 17, 18, 19, 30, 34 and 35.
   b. Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to that item.
   c. Also write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).
   d. Circle the number 1's which you have written in front of the following items: 3,5,8,10,15,18,19,22,24,26,28,30,32,34, and 35.

---

*From Pfeiffer and Jones, Vol. 1, No. 3, pp. 10-12, in *Creative Action Counseling Techniques and Useful Strategies*, (Arizona Department of Education).

e. *Count the circled number 1's.* This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.

f. *Count the uncircled number 1's.* This is your score for concern for task. Record this number in the blank following the letter T.

5. The facilitator distributes the Leadership-Style Profile Sheet and instructs participants to follow the directions on the sheet. He/she then leads a discussion of implications members attach to their location on the profile.

Variations:

1. Participants can predict how they will appear on the profile prior to scoring the questionnaire.
2. Paired participants already acquainted can predict each other's scores. If they are not acquainted, they can discuss their reactions to the questionnaire items to form some bases for this prediction.
3. The leadership styles represented on the profile sheet can be illustrated through role-playing. A relevant situation can be set up, and the "leaders" can be coached to demonstrate the styles being studied.
4. Subgroups of participants similarly situated on the shared leadership scale can be formed. These groups can be assigned identical tasks to perform. The data generated can be processed in terms of morale and productivity.

Application:

Interpersonal skills in a group setting are very important. They are especially critical in the world of work where there are often deadlines and strict requirements to be met. Some people work best in a setting which is very task oriented (detailed objectives and timelines), others perform best in a people oriented setting where there is a high regard for individual opinions and work schedules. A large measure of leadership success is being able to understand or diagnose the people you are working with to adapt your leadership to their needs. Maximum productivity and morale results.

Discussion Questions:

1. Is a school task or people oriented?
2. Give some examples in school or in your jobs of superiors (teachers or bosses) who operated with one style.
3. In what ways are each style important?
4. What type of jobs require what type of leadership style?

T-P LEADERSHIP QUESTIONNAIRE *

Name ______________________________ Group __________________

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way Always (A), Frequently (F), Occasionally (O), Seldom (S), or Never (N).

A F O S N 1. I would most likely act as the spokesperson of the group.

A F O S N 2. I would encourage overtime work.

A F O S N 3. I would allow members complete freedom in their work.

A F O S N 4. I would encourage the use of uniform procedures.

A F O S N 5. I would permit the members to use their own judgment in solving problems.

A F O S N 6. I would stress being ahead of competing groups.

A F O S N 7. I would speak as a representative of the group.

A F O S N 8. I would needle members for greater effort.

A F O S N 9. I would try out my ideas in the group.

A F O S N 10. I would let the members do their work the way they think best.

A F O S N 11. I would be working hard for a promotion.

A F O S N 12. I would tolerate postponement and uncertainty.

A F O S N 13. I would speak for the group if there were visitors present.

A F O S N 14. I would keep the work moving at a rapid pace.

A F O S N 15. I would turn the members loose on a job and let them go to it.

A F O S N 16. I would settle conflicts when they occur in the group.

A F O S N 17. I would get swamped by details.

A F O S N 18. I would represent the group at outside meetings.

A F O S N 19. I would be reluctant to allow the members any freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

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*The T-P Leadership Questionnaire was adapted from Sergiovianni, Metzeus, and Burden's revision of the Leadership Behavior Description Questionnaire, *American Educational Research Journal 6 1969, pp. 62-79.*

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would allow the group a high degree of initiative.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgment

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations.

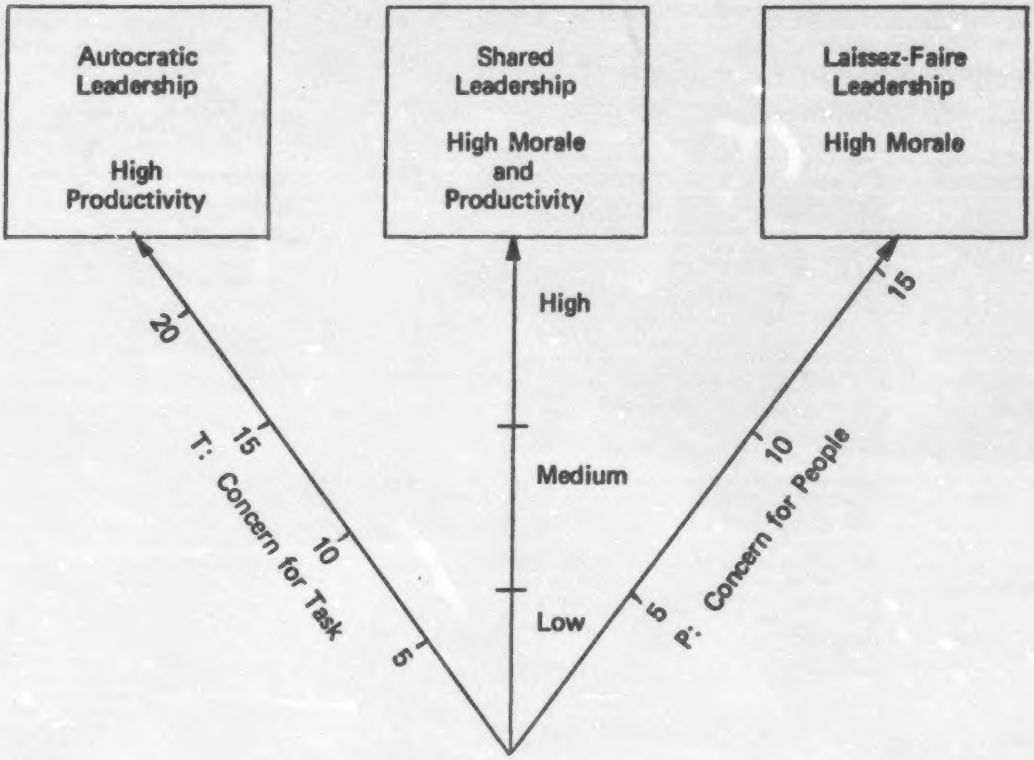
T __________ P __________

T-P LEADERSHIP-STYLE PROFILE SHEET

Name ______________________________ Group ____________________

Directions: To determine your style of leadership, mark your score on the *concern for task* dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the *concern for people* dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the *shared leadership* arrow indicates your score on that dimension.

SHARED LEADERSHIP RESULTS FROM BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE


Autocratic Leadership
High Productivity
Shared Leadership
High Morale and Productivity
Laissez-Faire Leadership
High Morale
20
15
10
5
T: Concern for Task
High
Medium
Low
15
10
5
P: Concern for People

EXPANDING CAREER ALTERNATIVES*

GOAL:

To learn a systematic process for increasing the number of potential career options a student considers.

OBJECTIVE:

Using a systematic method of expanding, each student will be able to list career interest areas, identify 36 potential careers for him/herself, rank his/her level of interest in the careers and select 3 careers for further exploration.

GROUP SIZE:

Individual to large group.

MATERIALS NEEDED:

Paper/pencil, chalkboard or flip chart.

PROCESS:

1. Introduction to the Topic

Ask students to share their career goals with you. Then ask students how they found out about the careers and/or chose it as their goal. Most students will probably tell you it was through someone they know who does the job and interested them in it. Ask students if they know how many jobs exist (answer: approximately 35,000). Use this input to discuss with the students the need to consider many careers before choosing a career goal. You might illustrate this by asking "How many of you would shop for a blouse or shirt and only look at one color? Wouldn't you also look at a variety of colors and styles?" Students will probably answer that they would be most satisfied after looking at several styles and colors.

Tell students that expanding career alternatives will help them to consider more careers. They will be more likely to find the career that they like best if they consider more than just one career. The more careers they can list the better their chances are of finding a career that will make them happy.

List the steps of expanding career alternatives on the board so that students can keep track of the steps they are working on.

EXPANDING CAREER ALTERNATIVES

1. list job groups
2. list 3 careers in each group
3. rank job groups
4. list 3 careers at each educational level for each job group
5. identify most likely level of education
6. select 3 careers to research

*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing A Career*, (Amherst, MA: The Human Resource Development Press, 1974).

2. Steps in Expanding Career Alternatives

a. Listing Job Groups

Ask students to name examples of the types of jobs (not specific jobs) that are available, e.g., working with people jobs, working with things jobs, outdoor jobs, indoor jobs, etc. Encourage students to see that jobs can be grouped in a number of different ways. Tell students that you are going to list eight groups of jobs across the board. Have students list the eight groups across a sheet of paper at their desks. The eight groups are: Education, Service, Recreation, Business Contact (dealing with people), Science, Technology, Outdoors, Business Detail (dealing with things, data). See Figure 1.

b. List 3 Careers in Each Group

Have students think of 3 careers they might like in each job group and list them under the name of the job group on their paper. It may be helpful to have the class suggest one career for each group first and then have individual students add two more careers. (See Figure 1.)

It does not matter if students list a career under one group that you might put elsewhere. For example: 'Coach' could be an education or a recreation job. A job shall only be listed in one column.

c. Rank Job Groups

Ask students if they are equally interested in all of the eight job groups. Have a few students share their most appealing job group. Show students how to rank the job groups and tell each student to rank the groups according to their interest.

10	most interesting job group
9 8 7	very interesting job groups
6 5	interesting job groups
4 3 2	slightly interesting job groups
1	least interesting job group

Illustration:

Education	Service	Recreation	Business Contact	Science	Technology	Outdoor	Business Detail
2	7	6	10	5	1	3	9

Figure 1

JOB GROUPS AND CAREER EXAMPLES

Job Groups

Education	Service	Recreation	Business Contact	Science	Technology	Outdoors	Business Detail
Math Teacher	Guidance Counselor	Coach	Waitress Waiter	Researcher	Nuclear Scientist	Forest Ranger	Accountant
Dance Instructor	Social Worker	Artist	Sales Clerk	Physician	Key Punch Operator	Antropologist	Fashion Buyer
School Custodian	Psychologist	Editor	Advertising Ageny	Lab Technician	Engineer	Gardener	Telephone Serviceperson
			Insurance Agent		Auto Mechanic		
			Disc Jockey				

Other:

Auto Mechanic
Mail Deliverer
Machinist

d. List 3 careers at each educational level for each job group

Discuss with students the various levels of educational preparation for careers. List the 5 main levels on the board. They are:

4 years of college
2 years of college
Technical/vocational school training (or apprenticeship)
High School Diploma
Drop out level

Working as a large group, have the class list 3 occupations at each educational level for each interest area. Students can use the occupations listed in step 3b. Use the chalkboard to draw and complete this step. Figure 2 gives an illustration of this step.

Complete this step as fully as possible using student input. You might then add occupations in any cell which is not filled.

Have students make a copy of this chart for themselves and add any additional careers they can think of in any of the cells.

e. Identify most likely level of education

Have the students check the level of education at which they feel they are most likely to complete and stop their education.

f. Select 3 careers to research

Tell students that now that they have found 36 careers they will need to learn facts about the careers. Ask students how they would pick which careers to learn about. Tell students that the 3 careers they should explore first are the 3 listed in their most likely educational level in their most interesting job group. (Figure 3 has an example circled.)

Figure 3

Selecting Careers to Research

10
Business Contact

4 years of college	Bank Officer Retail Manager Public Relations
2 years of college	Advertising Agent Insurance Agent Payroll Clerk

Figure 2

LISTING JOBS BY EDUCATIONAL LEVEL AND JOB GROUP

— JOB GROUPS —

Level of Education	EDUCATION	SERVICE	RECREATION	BUSINESS CONTACT	SCIENCE	TECHNOLGOY	OUTDOORS	BUSINESS DETAIL
4 yr college	Math Teacher Librarian Principal	Guidance Counselor Social Worker Psychologist	Editor Coach Movie Director	Bank Officer Retail Manager Public Relations	Researcher Physician Dentist	Nuclear Scientist Engineer Chemist	Forest Ranger Anthropologist Landscape Architect	Accountant Economist Lawyer
2 yr college	Youth Director Occupational Therapist Teachers Aide	Case Aide Dental Hygienist Police Officer	Recreation Leader Commercial Artist Reporter	Advertising Agent Insurance Adjuster Payroll Clerk	Anethetist Chemical Lab Technician Electronic Technician	Medical Technician Air Traffic Controller Drafter	Surveyor Forestry Aide Game Warden	Fashion Buyer Credit Manager Bookkeeper
Technical/Vocational	Dance Instructor Dietician Library Clerk	Cosmetologist Practical Nurse Fire Fighter	Artist Model Television Camera Operator Photographer	Interior Decorator Florist Stenographer Disc Jockey	Weather Reporter Surgical Technician Computer Technician	Keypunch Operator Auto Mechanic Carpenter	Bricklayer Cement Mason Roofer	Computer Programmer Secretary Legal Secretary
High School	Bus Driver Tutor Language Lab Assistant	Milk Deliverer Plumber Nurses Aide	Camp Aide Park Maintenance Person Singer	Bank Teller Receptionist Telephone Operator	Radio Repairperson Machine Operator Laboratory Aide	Factory Assembler Truck Driver U.S. Serviceman	Mail Carrier Farmer Zoo Keeper	Telephone Serviceperson Clerk-Retail store Court Reporter
Drop Out	School Custodian Cafeteria Cook Babysitter	Paper Deliverer Taxicab Driver Cook, short order	Umpire Lifeguard Actor	Waiter/Waitress Sales Clerk Bartender	Lab Cleaner Environmental Asst. Environmental cleanup	Service Station Attndt. Drywall Finisher Laborer	Gardner Greenhouse Worker Street Sweeper	Cashier Office Boy/Girl Dispatcher

3. Review the expanding lesson

Remind students that expanding has helped them to consider more careers and they are more likely to find a good career for themselves. Tell students that they now need to learn more about the 3 careers they selected. (You may want to offer students a lesson in How to Use Sources of Information so that they will know how to obtain factual information about careers.)

Review the steps of expanding career alternatives to help students check that they understand what they learned.

1. List job groups that are available.
2. List 3 careers of interest in each job group.
3. Rank job groups.
4. List 3 careers at each educational level in each job group.
5. Identify most likely level of education.
6. Select 3 careers to learn more about.

LOCATING SOURCES OF CAREER INFORMATION*

GOAL:

To learn a systematic process for effectively locating sources of information to learn about careers.

OBJECTIVE:

Using a systematic method of teaching students how to use sources of career information each student will learn what sources of information are available to them.

GROUP SIZE:

Individual to large group

MATERIALS NEEDED:

Pencil, paper, chalkboard, Occupational Outlook Handbook, Dictionary of Occupational Titles

MATERIALS RECOMMENDED:

Samples of career brochures that focus on information about one specific career - may be obtained from career guidance offices and addresses listed in the Occupational Outlook Handbook

PROCESS:

1. Introduction to the Topic

Tell the students that you have a choice for them: (1) they may be dismissed one hour early or (2) they may go to choir for the last hour. Ask how many want to be dismissed and how many want to go to choir.

Next, tell the students you forgot to tell them something that may be important. If they go to choir they will get to watch cartoons about how people sing but if they go home early then they must write a book report tonight and prepare for a math exam tomorrow. Now ask how many wish to leave early and how many want to go to choir. (You will probably find that many students changed their choice).

Use the above exercise to have students discuss why it is important to have all of the information before making a choice. Relate this topic to gathering career information. Many people are unhappy in a career because they do not know enough facts about the career before choosing it. Thus, they find that the career is different than they expected.

Tell your students that today you are going to teach them how to locate and use good sources of career information so that they will be able to get the facts they need to choose their careers wisely.

List the points that you are going to cover on the blackboard:

1. identify types of career sources
2. identify specific sources
3. learn to use the sources (OOH, DOT)

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*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing a Career*, (Amherst, MA: The Human Resources Development Press, 1974).

2. Steps in Locating Sources of Career Information

a. Identify types of career sources

Tell students that sources of career information can be divided primarily into *people sources* and *thing sources*. Make two columns on the board (Figure 1) and have students suggest sources under each category. Write the student suggestions on the board under the appropriate column. When you complete this step it will look much like Figure 1. You can add to the students' list.

Figure 1

General Career Information Sources

People Sources

- School counselor
- Parents
- Teachers
- Family and relatives
- Friends
- Ministers, priests, rabbis
- Employment interviewers
- People in the job
- People who work with people in the job
- People who know people in the job
- Guided tours about the occupation
- Speakers on the occupation
- On-the-job experience

Thing Sources

- Library
- Books about occupations
- Pamphlets about occupations
- Films about occupations
- Television shows about occupations
- Newspaper and magazine articles about education
- Placement offices
- Professional journals

b. Identify specific sources

Next, tell students that in addition to having general sources they must pick the best source - some sources will not know about all occupations. For each career they wish to explore they must know which source is best.

Have students list 3 occupations they would like to know more about (Figure 2). (It may be necessary or helpful to precede this unit with a lesson on "Expanding Career Alternatives.")

Tell students to list and name one specific person and one specific thing source for each career. You will probably want to tell the students about 2 books on occupations - *Occupational Outlook Handbook* and *Dictionary of Occupational Titles*. Both books are available in most school guidance offices or in public libraries. The *Occupational Outlook Handbook* will be most useful to the majority of secondary students. It may be useful to do an example of this step on the board.

Figure 2

Career Information Sources for Specific Occupations

Occupation	People Source	Thing Source
Librarian	Person who does the job: school librarian-Mr./Ms. Read-it	Book: *Occupational Outlook Handbook*
Bartender	Father: Mr. J. Smith	Pamphlet: "All About Bartending"

Occupation	People Source	Thing Source
Carpenter	People in job: A. Builder	Book: Occupational Outlook Handbook

c. Learn to use the source

You must teach students how to use the Occupational Outlook Handbook and Dictionary of Occupational Titles. (It is also helpful to teach them what information to look for and how to interview people. These topics, however, are covered in the unit "Using Sources of Career Information." It is a good follow-up unit to this lesson.)

Explain that the O.O.H. - Occupational Outlook Handbook - contains an introduction which predicts the future employment trends in the U.S. It also has a description of many careers. These are listed in the table of contents according to categories and alphabetically in the index. Once the student locates the career he/she is interested in the O.O.H. will describe the occupation, its salary and conditions, educational and training requirements, and future outlook. It will also provide addresses to write for more information for most occupations. It will help students if you bring an O.O.H. to the classroom to show them as you talk.

The D.O.T. - Dictionary of Occupational Titles - is more complicated. You should review it thoroughly if you plan to ask your students to learn to use it. Then you must explain how it is organized and the six-digit classification system which it uses.

3. Review the Sources of Information Lesson

Remind students that accurate information is necessary in order to make wise decisions that will make them happy. Review the steps you went through in this lesson to locate sources:

1. identify types of sources
2. identify specific sources
3. learn to use the sources

You will probably now want students to use their sources and do research reports on careers. It is suggested that you first give another lesson entitled "Using Sources of Information" so that they can know how to get what information and do useful reports.

USING SOURCES OF CAREER INFORMATION*

GOAL:

To learn a systematic process for effectively using sources of career information to learn about careers.

OBJECTIVES:

Using a systematic method of teaching students how to identify relevant questions about careers and how to use occupational sources to obtain answers to their questions so that they can be better prepared for making career choices.

GROUP SIZE:

Individual to large group

MATERIALS NEEDED:

Pencil, paper, chalkboard or flipchart

RECOMMENDATION:

This unit can be appropriately preceded by the units "Expanding Career Alternatives" and "Locating Sources of Career Information." It can also be used independently.

PROCESS:

1. Introduction to the Topic

Tell students that the goal for this lesson is to teach them to use sources of career information. Ask your students what kind of experiences they have when they are assigned a research project - is it difficult for them? Respond to their experiences: "You feel good when you know what you want and how to get it." "You feel frustrated whe you don't know what you're looking for and cannot do the assignment."

Point out to students that this lesson will teach them to be able to research careers effectively. This will help them to learn the facts they will need in order to make good and satisfactory career decisions. It is a research step.

List the steps of using career information sources on the board. This will help the students stay on track during the lesson.

a. Know what information to look for
b. Gather the information from thing sources
c. Gather the information from people sources

2. Steps in Using Sources of Career Information

a. Know what information to look for:

Discuss with the students what information they feel is valuable for making career choices. List their suggestions on the board. It should include the following information:

salary
working conditions

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*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing A Career*, (Amherst, MA: The Human Resource Development Press, 1974).

personal requirements
duties and responsibilities
education and training requirements
alternative ways to enter the career
benefits
opportunities for advancement
supply and demand outlook

The list may also include other information topics.

Now explain to the students that they must make questions from their list. Tell them that the basic interrogatives are who, what, when, where, why and how. Have the students use the basic interrogatives and the topics on the board to write the questions they wish to have answered. It may be helpful to develop a few questions as a group and write them on the board (Figure 1). When the students have completed this task ask them to share their questions and develop a master list of questions for the students to get answered about careers.

Figure 1

EXAMPLE OF CAREER INFORMATION QUESTIONS

What is the salary?

Who does this job? Who does it help?

When does promotion occur? What opportunities for promotion exist?

Where is this career located?

Why do people enjoy this career?

How do I get trained for this career?

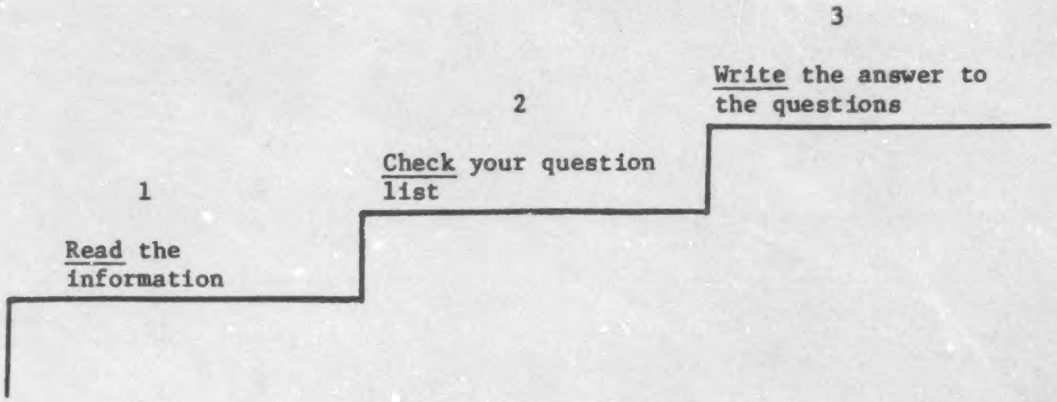
Ask students if they have any additional questions they wish to add to the master list. For example: a student may be particularly interested in working with other people, or in working without supervision. He/she may then add their personal question to their own master list of questions.

b. Gathering the information from thing sources

If you have not already done so, you should help students identify thing sources of information (the unit "Locating Sources of Career Information" is useful). Tell students that they should read the information with their master list of questions and a sheet of paper. Then they should write down the answer to each question that is answered. You may wish to diagram this process on the board. (Figure 2)

Figure 2

STEPS FOR GATHERING PRINTED INFORMATION



c. Gathering the information from people sources

Tell students that they must also be prepared to gather information from people. Discuss the difference between information gathered from people (it is more personal) and information gathered from things.

Tell students they must first contact the person to arrange a meeting time. This may be done by calling on the telephone, by letter or by speaking to them in person. Secondly, they should prepare to go talk to the person. They should dress in clean clothes and should bring their list of questions, pencil and paper with them. Third, at the meeting they should introduce themselves by name and tell why they are there. Then they should ask their questions and listen to the answers. They should also answer any questions asked of them. Fourth, students should write the answers to their questions on their paper. Do this during the meeting so they can check their written information with the person before leaving. And finally, the student should send the person a thank-you note.

Teach students how to interview a person in order to gather career information. Do this by first telling them the process and diagramming it on the board (Figure 3). Then demonstrate for your students: you role-play a student and have a student or another teacher role-play the career information source you are interviewing. Next, have the students pair in dyads and role-play interviewing one another.

3. Review the Lesson

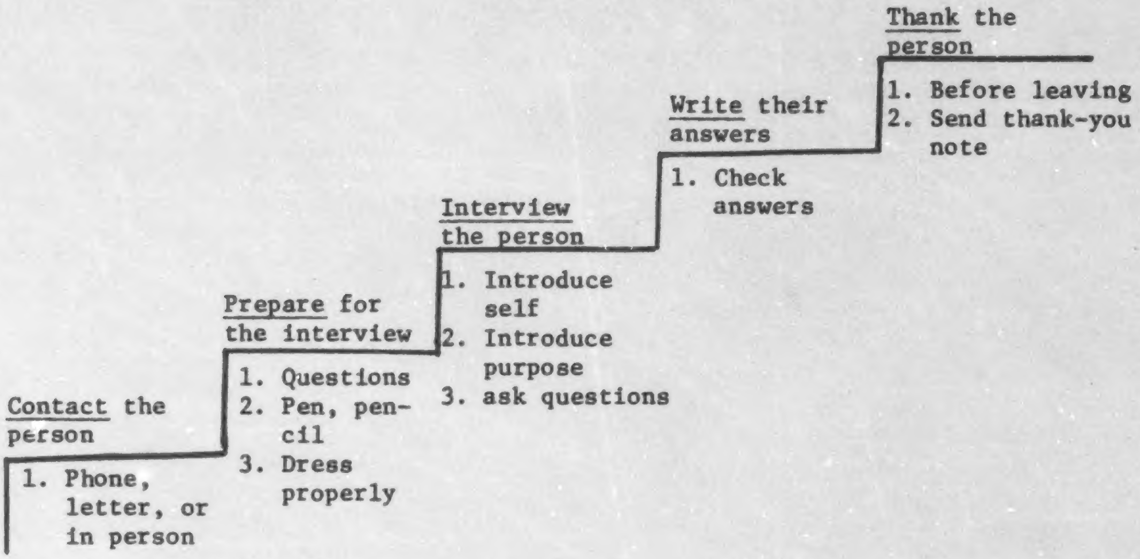
Review with students the steps you taught during class.

a. Know what information to look for
b. Gather the information from thing sources
c. Gather the information from people sources

Make sure students understand that only by systematically gathering information about careers will they be able to choose what they really want to do for an occupation in their life.

Figure 3

STEPS FOR GATHERING INFORMATION FROM PEOPLE


Contact the person
1. Phone, letter, or in person
Prepare for the interview
1. Questions
2. Pen, pencil
3. Dress properly
Interview the person
1. Introduce self
2. Introduce purpose
3. ask questions
Write their answers
1. Check answers
Thank the person
1. Before leaving
2. Send thank-you note

Assign students the task of researching three careers. They must hand in one report on each career. For each career they must read in one thing source and talk to one appropriate person. Their written report should include:

a. Answers to all questions developed by the class for a master list
b. The name of the thing source they used
c. The name of the people source they used

EXPLORING YOUR CAREER VALUES*

GOAL:

To learn a systematic process for exploring your experience and determining personal values for making career choices.

OBJECTIVE:

Using the Carkhuff method of values understanding students will learn to define their personal values and to develop favorability scales for their values. Students will also explore the relative importance of various values. This lesson will help prepare students to make personally appropriate career choices.

GROUP SIZE:

Individual to large group

MATERIALS NEEDED:

Pencil, paper, chalkboard or flip chart

RECOMMENDATIONS:

This unit is an excellent lesson to precede the unit "Systematic Decision-Making." It can also be used alone.

PROCESS:

1. Introduction to the Topic

Give students an imaginary problem such as "You are the captain of a ship. It is sinking and you have a life raft that will only hold 4 people. On board are: yourself - the only sailor, a mother who has 2 young children back on land, an 80 year old woman who writes books for blind people, a sales executive who has pledged 2 million dollars to build an orphanage, a young man of 15 who is a sophomore in high school and a priest who works as a missionary in poverty stricken countries. You must choose which two people will remain with the ship and which 4 will get into the life raft. There [illegible] no life jackets on board. Who will you put where?"

After your students have chosen and written down their answers, ask who they chose for what fate. Discuss with the students what factors they considered in choosing.

Use this introduction to help students understand that different people will make different choices. The choices we make are dependent upon our personal value system - what is important to each individually.

Tell your students that today you are going to teach them to develop their personal value system in relation to careers and occupations. This is to help them understand which careers will be best for them. Only if a student understands what is important to him/her will he/she be able to choose a career that satisfies him/her.

List the steps of exploring career values on the board so your students can learn the process:

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*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing A Career*, (Amherst, MA: The Human Resource Development Press, 1974).

1. List your values
2. Define your values
3. Develop scales for your values
4. Rank your values
5. Weight your values

2. Steps in Exploring your Career Values

a. List your values

Ask students to share with the class some of their values - values are the things that are important to them in a career; the things they want out of a career. As the students tell their values write them on the board.

Tell students that there are 3 main types of values: physical, emotional and intellectual. On the board write a definition for each type of value.

Physical values are the things I would like to do on a job.

Emotional values are the attitudes and emotions I would like to feel on a job.

Intellectual values are the things I would like to know to do a job.

Ask students to look at the list of values on the board and identify them as physical, emotional or intellectual values (Figure 1). Next, have students work individually and list their own values on a sheet of paper. Students should list their values in groups - physical, emotional and intellectual. It does not matter if two students list the same value as being a different type, i.e., math skills may be both physical and intellectual. Emphasize that values are different to different people and they are to do their own values.

Figure 1

LABELING OF CAREER VALUES

Illustration:

writing reports - physical value
vacation time - emotional value
responsibility - emotional value
decision-making power - intellectual value
supervision of others - intellectual value
satisfaction - emotional value

b. Define your values

Tell students that values have different meanings for different people. Illustrate this by asking students what the value "freedom" means to them. Students will give you many different meanings. Thus, this step requires students to define what they mean by a value.

Tell students that a good definition can be stated in terms of hours, numbers, percent, and specific behaviors or things. Show them several examples (Figure 2). Then as a class work out a definition to a fairly common value - salary. Next, have each student write a definition for each value he/she listed in step 2a. of this unit. Check the students' definition for specificity - you may not always agree with his/her definition simply because the value is different for you. However, in this exercise you will want to emphasize the uniqueness of values.

Students should not say at this point the exact %, #, hours they want (i.e., 8 hours outside daily) but just say that their definition is in terms of the number of hours outside daily. This is a neutral definition.

Figure 2

DEFINING VALUES

Vacation time - the # of weeks of paid time off each year
responsibility - the # of people I supervise
satisfaction - the % of time I feel good about my job
uniforms - the style of clothing I wear on the job
salary - the $ I take home each week

c. Develop scales for your values

Tell students that next they will want to break the value into what they consider good and what they consider bad. For example: a salary of $25 a week may be poor while a salary of $125 a week is good. Again, different students will have differences in what they consider good or bad.

Tell students you are going to show them a general scale and teach them how to use it to scale their values. The general scale is:

++ excellent
+ good
+- okay
- poor
-- terrible

Show students some examples of scaling values (Figure 3). You may have the students help you build a scale on the board. The scale should be based on the definition developed in step 2b. Stress that students' scales for similar values can be different from one another. A student may skip a level if he/she cannot distinguish it from the level above or below it.

d. Rank your values

Ask students if all values are equally important to them. They will say "no." Students will have some values that are more important and some that are less important. Instruct students to rank order their values according to their importance to the student. (Figure 3)

e. Weight your values

Tell students that their final step is to weight the relative importance the values hold for them. They can weight the values using the scale below:

10 my most important value

9
8 these are very important values
7

6
5 these values are of average importance

4
3 these are less important values
2

1 my least important value

Figure 3

SCALING AND WEIGHING OF VALUES

Rank	Weight		
3	4	Vacation time - the # of weeks of paid time off each year	
		++ 3 or more weeks + 2 weeks +- 1 week - 1-3 days -- None	Scale
1	10	Satisfaction - the % of time I use the skills or abilities I learned in school	
		++ 90-100% of the time + 75-89% of the time +- 50-74% of the time - 30-49% of the time -- 0-29% of the time	Scale
4	1	Uniforms - the style of clothing I wear on the job	
		++ suit, tie, dress, pant suit + slacks, shirt, skirt, blouse +- jeans - varied uniforms -- always the same uniform	Scale
2	7	Salary - the money I take home each month (week)	
		++ $275 or more + $125 - $174 +- $75 - $125 - $25 - $74 -- $0 - $24	Scale

3. Review the lesson

Summarize this lesson by exploring with students how it has helped them to clarify what they are seeking from a career. Now they are better able to choose between careers - they know what they are looking for. Each student should have a personal value system on paper. It should look similar to Figure 3.

Before you end the lesson, review the steps of "exploring career values" for your students.

1. list your values
2. define your values
3. scale your values
4. rank your values
5. weight your values

SYSTEMATIC DECISION-MAKING

Goal:

To learn how to make decisions in a systematic way.

Objective:

Using the Carkhuff method of decision-making, each student will be able to list 3 values, weight the values, rate the decision alternatives on a favorability scale and compute the most favorable alternatives with 90% accuracy.

Group Size:

Individual to large group

Materials Needed:

Paper/pencil, chalkboard or flip chart

Process:

1. Introduction to the Topic

   Explain that every day we have to make decisions such as what we'll wear, eat, when to leave for school, what homework assignment to study first, etc. We are also faced with larger decisions such as what subjects to take in school, whether or not to participate in extra-curricular activities, whether to work weekends or not. Ultimately we are faced with what should I do for a living to support myself when I leave school? Too often we make decisions based upon what others think, pressure from friends or family, or we just put off the decision until we have no options. This exercise will give you a method to make decisions in an orderly and systematic manner.

   Next, ask students to give an example of a decision they are faced with. Examples might be: what courses should I take next semester? Should I go to the homecoming game? Should I go to college or not? Which summer job should I take? Write their suggestions on the board.

   Next, ask how do you make a decision to these questions and have some degree of certainty that you are correct? Most often students will give you the pros and cons of an issue. Acknowledge that this is certainly a justified manner but explain that there is a way of being even more certain. That is what you are going to teach them now.

2. Steps in Decision-Making

   a. Take an example that students can relate to. For illustrative purposes we will use selecting a summer job. The choices are: a counter waiter at Brigham's Ice Cream, the maintenance crew member for the Parks Department, or selling tickets at the drive-in. List these alternatives on the board (see Figure 1 ①).

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*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing a Career*, (Amherst, MA; the Human Resource Development Press, 1974).

b. Next, have students list 3 to 5 issues (values) or reasons that they should consider in taking a summer job. Examples might be: money they'd earn, hours they'd work, transportation problems to and from work, whether it is outdoors or indoors, will they be with friends, does it relate to what they'd like to do for a career after they graduate, etc. List these values vertically on the board (see Figure 1 ②).

c. Now ask the students, are these values of equal importance to you? They should say "no." Some students will want the job which pays most, others would want to be with friends; hopefully some will want a career-related job. Explain that in order to make a decision about the alternatives, you must make a decision about what values are most important to you. You do this by ranking the values on a scale from 1 to 10 as shown below. It would probably help to put this on the board.

10 My most important value
9
8 These are very important values
7
6
5 These values are of average importance
4
3 These are less important values
2
1 My least important value

For illustrative purposes let's assume that this person's values are in order:

- money - ("I need to save for after graduation")
- career-related ("I want it to help my long term goal")
- transportational ("I don't have a car")
- hours ("I'd like to have my evenings free")
- friends ("I'd like to work with my friends if possible")
- environment ("I don't care if I work outside or in")

They are weighted as shown in Figure 1 ③).

d. The fourth step is to analyze each job alternative in terms of your values. To do this use the following scale (put on board).

++ Very Favorable
+ Favorable
+- Favorable or Unfavorable
- Unfavorable
-- Very Unfavorable

Now ask this question for each value:

"If I am a ___(the job)___ , will I get ___(my value)___?

For example, if I am a counter waiter, will I make $700 for the summer? (The goal of my most important value - money).

Using the example we have been using let's assume the following scenario. Being a counter waiter at Brighams I can make $600 with tips. I'm interested in the food services field because it is the fastest growing industry. I will have to work some nights

Figure 1

Decision Making
Matrix

①
Alternatives

		Counter Waiter		Maintenance Crew		Movie Ticket Seller	
② Values	③ Weights	④	(4A)	⑤	(5A)	⑥	(6A)
Money	10	+	(10)	++	(+20)	+	(+10)
Hours	5	+	(+5)	+	(+5)	-	(-5)
Transportation	7	+	(+7)	-	(-7)	-	(-7)
Environment	1	++	(0)	+-	(0)	+-	(0)
Friends	3	+	(+3)	-	(-3)	+-	(0)
Career Related	8	++	(+16)	-	(-6)	-	(-8)
			+41		+9		-10

and a few weekends; I can take the bus because of the hours; it is inside and my friends will be around to see me. Figure 1④ shows the following favorability ratings.

The job on the maintenance crew I could earn $800 but it is not career related; I'd have problems getting to work using the bus; the hours would be okay, none of my friends would be around; and it's hot work being outside all the time. The favorability rating appears on Figure 1⑤.

The job as movie ticket seller would be earning $450 because it would be part-time nights. It's not career related; I couldn't see my friends too much though I'd have free passes. Transportation is not too big a problem but I'd have to take the bus late at night." The favorability rating appears on Figure 1⑥.

e. To determine the most preferred or desirable job based upon your values, multiply each of your weights by the favorability scale levels. For example: 10 x "+" = 10 or 10 x "++" = 20, 5 x "-" = -5, and so forth. The weighted score for each job alternative is found by summing each of the columns (see Figure 1 (4A)(5A)(6A)). In this illustration the most preferable job would be the counter waiter at Brighams. In other examples or situations, the differences may not be so distinct. A rule of thumb is that the most preferred alternative should be 75% of an ideal score (the ideal score would be "++" for each value.) In the example we used the ideal score would have been 68. The score obtained, 41, is roughly 60% of the ideal score.

3. Review: The steps involved in systematic decision-making are:
   a. List the alternatives
   b. Define your values (what's important to you in considering the alternatives)
   c. Weigh the values on a scale of 1-10
   d. Evaluate each value against each alternative on a 5-point favorability scale (++ to --)
   e. Multiply the value weight by the favorability scale levels
   f. Add the totals for each column
   g. Analyze each alternative to determine why one is more preferred than the other(s)

PLANNING FOR YOUR CAREER*

GOAL:

To provide students with assistance in developing effective plans for achievement of their occupational objectives.

OBJECTIVES:

The student will learn to clearly state his/her occupational goal, identify and sequence the steps leading to the goal, identify secondary behaviors for implementing the career steps and to develop a time schedule for achieving his/her steps. The student will also learn to identify people sources who can help him/her to follow-through on the developed career plan.

GROUP SIZE:

Individual to large group.

MATERIALS NEEDED:

Pencils, paper, blackboard

RECOMMENDATION:

Students will be best equipped to complete and to do quality work during this module if it has been preceded with modules involving career exploration and decision-making.

PROCESS:

1. Introduction

Ask the students how they would get to a doctor's appointment in a city they were unfamiliar with. Write their suggestions on the board. (They will probably suggest things like get a map, ask directions, leave early, etc.) Discuss with students the reasons they would do these things. (They will state reasons such as: "...to be sure I can get there...")

Explain that what you have been discussing has been planning and that planning increases the chance of getting to our goals and living our life the way we hope to. Tell the students that today's lesson is about planning to reach career goals. It will help the students because each student will have a clearer understanding of how to get to his/her career goal.

Overview the steps of career planning on the blackboard so that your students will be able to keep track of where they are during the following presentation (Figure 1).

Figure 1

STEPS IN CAREER PLANNING

Planning for Your Career

1. state goal
2. list steps
3. order steps
4. list substeps
5. set deadlines
6. identify helper(s)

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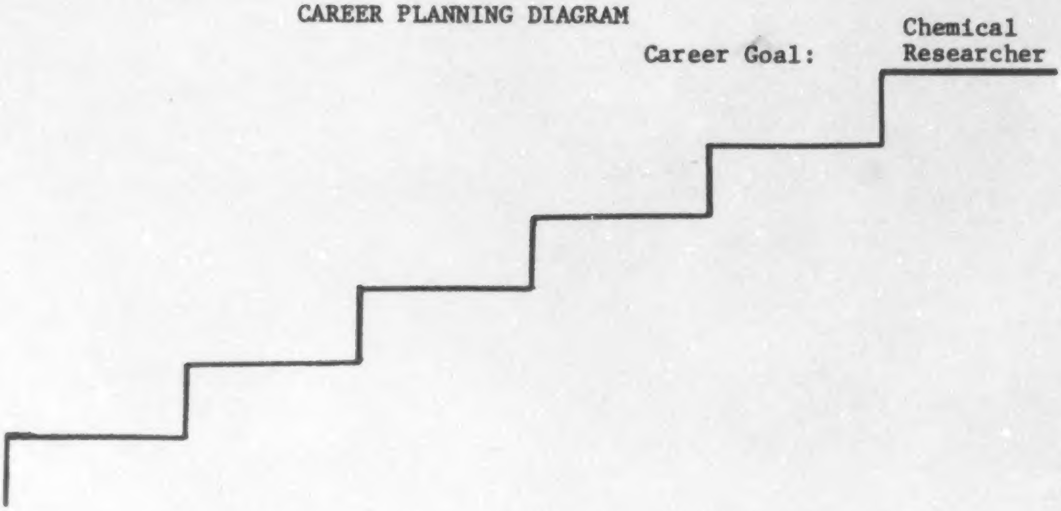
*Adapted from Ted Friel and Robert Carkhuff, *The Art of Developing a Career*, (Amherst, MA: The Human Resource Development Press, 1974).

2. Steps

a. State goal. Ask students to take out a sheet of paper and draw a diagram like the one in Figure 2. (Copy the diagram onto the board.) Tell students to write their career goal at the top of the diagram (Figure 2). Their career goal should be the job they want to do once they complete school. Have one student share her/his career goal and fill it into the appropriate place in the diagram on the board. This will give the students an example.

Figure 2

CAREER PLANNING DIAGRAM



b. List steps. Tell students that the second thing they need to do in order to achieve their career goal is to list the major things they will need to do to reach their goal. Using the example on the board have students suggest steps to the goal. Put the ideas up in the order students give them. Do not write their ideas onto the diagram. See the example given in Figure 3.

Figure 3

STEPS FOR CAREER GOAL

Chemical Researcher

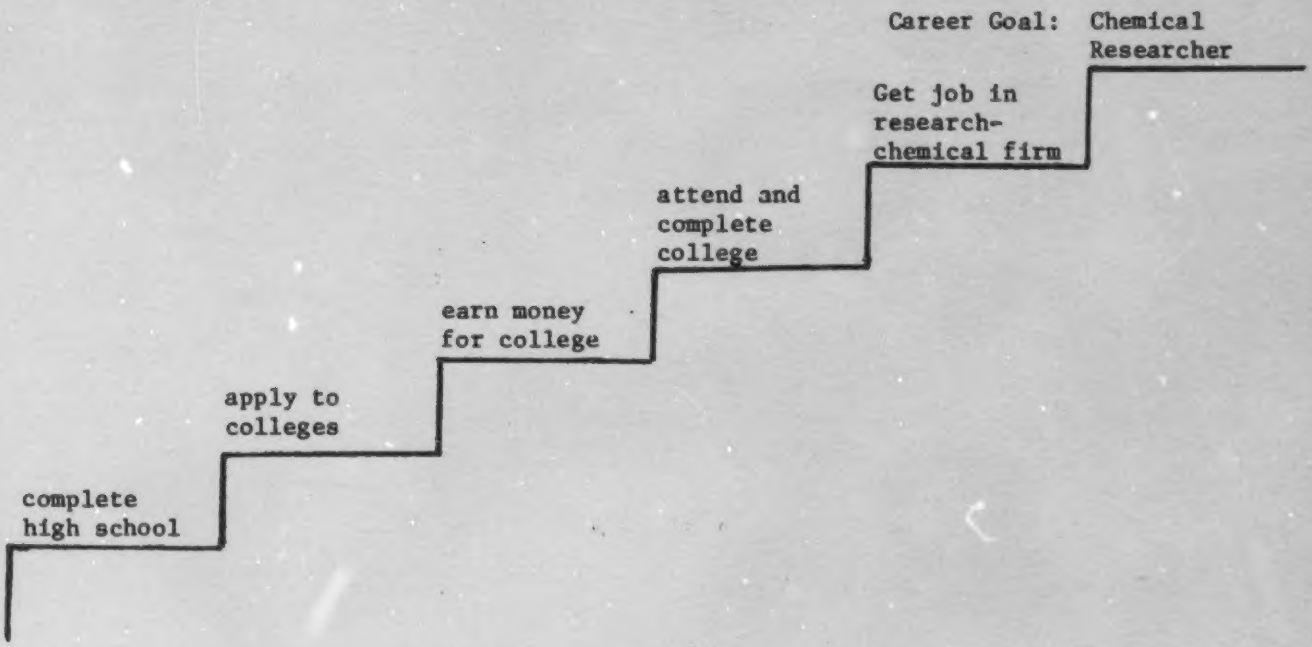
Attend college
Get job in research-chemical firm
Complete high school
Earn money for college
Apply to colleges

c. Order steps. Ask the students to look at the steps on the board (Figure 3). "Would they do the steps in the order listed?" "Of course not!" The next task then is to sequence the things they need to do in order to achieve their career goal. Have students help you re-sequence the steps listed on the board. Now have students sequence the steps towards their career goal. Do this on the paper they used for step b.

Have students get out the diagram they drew in step a. (Figure 2). They should now write their steps on the diagram, putting the first step on the lowest point in the diagram. See Figure 4 for an example. Put the example on the board before having the students do theirs.

Figure 4

SEQUENCED STEPS FOR CAREER GOAL


Career Goal: Chemical Researcher
Get job in research-chemical firm
attend and complete college
earn money for college
apply to colleges
complete high school

d. List substeps. The next task the students need to do is to list the things they need to do in order to complete each step in their career goal diagram. Using the example on the board have the students suggest substeps to each goal. These can be listed separately first and then added to the diagram.

Next have students work with their own career goal diagrams and add substeps. Many students may have similar steps and many steps not yet listed. Again, students may find it useful to work in small groups so they can help one another. Figure 5A illustrates the work students should have at this point.

e. Set deadlines. Tell students that they need to know when to do the steps in order to reach their career goal. Work through an example as found in Figure 5B with your students (do this on the board). Have students add time estimates to their own career goal diagrams. Emphasize that the time should reflect their plans, for example: a student may wish to work two years after high school before going on to further education.

f. Identify helpers. Explore with the students any difficulties they feel they may encounter in acting on their career diagram. Explain that they need to know who is available to them to help them complete each step. The person they choose as a helper should know how to do the step. Students may wish to name specific persons rather than type of person, i.e., "Mr. Souza" rather than "homeroom teacher."

Work with the class to do a complete example of this step on the board (Figure 5C). Now have students work individually or in small groups to do this task. It may help to match up students who have similar steps.

3. Review the lesson

After students have completed developing plans for achieving their career goals spend a few minutes reviewing the steps they followed to write their career plans.

Review the purpose of planning to reach career goals and help students discuss what will be involved in acting upon their career plans.

Figure 5

COMPREHENSIVE CAREER PLAN

Figure 5B	Sept. 1975 - June 1979	Sept. 1978 - Jan. 1979	Sept. 1975- June 1979	Sept. 1979 - May 1983	Dec. 1982 - July 1983	July 1983
Figure 5A	complete high school 1.Take 2 more years of Eng., Math, Science 2.Improve attendance to 90% 3.Do homework 4.Earn grades of "B" or better	apply to colleges 1.Talk to school Guidance Counselor 2.Attend "College Day" 3.Get application forms 4.Talk to parents 5.Apply to 3-5 colleges	earn money for college 1.Work summers at swim pool 2.Work school year at bakery	attend and complete college 1.Enroll as a chemistry major 2.Complete required courses 3.Complete elective courses 4.Earn average of "B" or better	Career Goal: Get a job in research-chemical firm 1.talk to school Placement Office 2.Get list of companies 3.Send out resumes 4.Go to interviews	Chemical Researcher
Figure 5C	Homeroom Teacher	School Guidance Counselor	Local Employers	College Advisor	College Director of Placement	

ME, MYSELF AND MAYBE*

Goal:

To help students increase clarification and acceptance of themselves, of their uniqueness and behavior, and of their evolving values and aspirations within the larger society.

Objectives:

As a result of this lesson, students should:

- be able to state ways in which they might find out more about themselves;
- see how their own images of themselves are affected by the reactions of others to them;
- see how their reactions to other people may influence how those people see themselves;
- understand that individuals have substantial control of both the image they project and how others view them;
- understand that discovering new things about themselves involves a certain amount of risk.

Group Size:

Small group or classroom

Materials Needed:

A reprinted copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

To develop a framework to examine themselves, students need a basic understanding of the meaning of such terms as abilities, interests, and values.

Abilities - List several specific things that students could be expected to do, such as math problems, physical activities, or musical skills. Have students indicate the activities that they feel they can do and review questions like these:

What are some things you can do that are not on this list?
What is something that you can do now that you could not do a year ago? A month ago?
Do you think you will be able in the future to do some things that now seem very difficult?

Interests - Establish an understanding of this concept through questions like these:

If you were given free time today to read or watch TV, what kind of book, magazine, story, or TV program would you pick?
With one hour of free time to spend outdoors, what would you do? What is your favorite weekend activity?

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*Adapted from *Bread and Butterflies*, (Bloomington, Ind.: Agency for Instructional Television, 1974).

If your teacher said you could study any subject you wanted, which subject would you choose?

Values - While interests indicate what one might prefer to do, values serve as standards by which one may judge the "rightness" or "wrongness," the desirability or worth of objects, actions or decisions. Ask students to judge a situation drawn from their own experiences according to what seems important to them. Then help them define values in light of their responses (e.g., honesty, loyalty to friends, dependability). For example: What if the teacher gave a homework assignment to be worked independently, and your best friend calls you and asks for the answers?

2. The Story: Me Myself and Maybe

Ann is frustrated. She wants very much to be a part of the pantomime game that the class enjoys, but something inside her prevents her from participating. She can't bring herself to volunteer.

Then Aunt Cathy comes to town in search of a new career, a new apartment, and new things to do. At first Ann is reserved and unsure of herself, but she quickly warms to Cathy's confidence and enthusiasm. When Cathy discovers that Ann might be interested in art, she buys her niece a macrame kit: the bundles of little strings and beads begin to take shape. New ideas are also taking shape - "Lots of things are possible if you go ahead and take a chance" and "You only figure out what you can do by trying things."

Eventually the "I want to" side of Ann conquers her "I'm afraid to" side, and her pantomime performance and macrame necklace win approval.

Presenting her aunt the masterpiece she had made, originally for herself, Ann smiles with obvious pride. "I can make another," she says.

"I'm sure you can," Cathy responds.

3. Key Questions:

a. How would you describe Ann in the beginning of the story? At the end of the story? How has she changed? Is Ann unusual, or do we all have times when we have doubts about trying something new?

b. How accurate was Ann's original picture of herself? Do most people have an accurate sense of their abilities and interests? How can you find out new things about yourself?

c. Can you name one activity you could try to test a new interest or idea? How could that information help you make a decision within the next year?

d. Why do you think Cathy was successful in getting Ann to try new things? What does the way you treat others have to do with the way they feel about themselves?

e. How much does your image of yourself depend on how other people act toward you? Can you change the way people react to you?

f. How would you decide whether trying something new was worth taking the risk of being wrong? Do you think it is worth taking a risk to try some things rather than others?

TAKING CARE OF BUSINESS*

Goal:

To help students begin to acquire the skills essential to the effective control of themselves and their environment.

Objectives:

As a result of the lesson students should:

- identify ways of acquiring skills that result in added responsibility;
- identify actions that can be taken that will lead to increased responsibility and freedom;
- identify personal goals that they would like to achieve that would give them more responsibility.

Group Size:

Small group or classroom.

Materials Needed:

Chalkboard or reprints of "Who is Responsible?" exercise and copy of story if not read aloud.

Process:

1. Introduction to the topic:

Responsibility is something that is learned, and usually adults regulate the amount of responsibility young people have until they learn to regulate themselves. Focus students' attention on the two types of personal control (external and internal) by having them complete the following "Who is Responsible?" check list. Encourage discussion by asking the following questions:

Why did you mark that item as you did?
Does everybody have the same experiences?
How do people get to be responsible?
What responsibilities do you have now?
What responsibilities will you have in the future?

Who is Responsible?	Me	Someone Else
For getting me up in the morning?		
For fixing my breakfast?		
For picking the clothes I wear?		
For getting me to school on time?		
For my not disturbing other students in class?		
For doing my homework?		
For settling arguments that I get into?		
For my eating my right foods?		
For my being home on time?		
For cleaning my room?		
For taking care of my brothers and sisters?		

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*Adapted from *Bread and Butterflies,* (Bloomington, Ind.: Agency for Instructional Television, 1974).

2. The Story: Taking Care of Business

David, who is the oldest child in a family of four children, has several household tasks because both Mother and Dad are busy running the family real estate business. David's tasks include taking care of the younger children after school, doing the yard work, and helping to prepare family meals. But David accepts his responsibilities cheerfully, and he likes to do a good job.

When his father buys him a new lawn mower to make his yard work easier, David begins to neglect his chores - he has discovered that he can make extra money by mowing lawns for the neighbors. To make matters worse, his best friend Andy is moving out of town and has offered to let David take over his paper route. David would really like to have the paper route, but when he talks to his father about it, his father thinks that David should fulfill his responsibilities to the family first. This situation illustrates the problems of learning to accept responsibility and developing self-control.

3. Key Questions:

a. What happened to David's other jobs when he began to mow lawns for the neighbors? How did his neglect affect the other family members? What would happen if you began to neglect your tasks? Do you have a responsibility to others to carry out your tasks?

b. Did some people in David's family have more responsibility than others? Do some people in your family have more responsibility than others? Why?

c. Did everyone in David's family share the work? How about in your family? Do you like the way responsibilities are distributed in your home? At school? What would you change? How could you show adults that you have earned more responsibility?

d. What responsibilities do you have now that you didn't have a year ago? What responsibilities would you like to have in the future? How does responsibility relate to work? Can you be a good worker without being responsible? Can you be a good student without being responsible?

OUR OWN TWO HANDS*

Goal:

To help students discover that dignity is found in the individual, not the job, and that any honest worker, regardless of the job he does, contributes to society in a way that benefits us all.

Objectives:

As a result of this lesson, students should:

- understand how their feelings of dignity can come from work;
- understand how they can contribute toward another's feeling of dignity;
- realize that their respect for others underlies their own feelings of dignity, and that in turn, dignity commands respect from others.

Group Size: Small group or classroom.

Materials Needed:

A copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

Help students to understand the concept of dignity by having them contrast experiences which made them feel proud of themselves with those in which they felt a loss of dignity. After several responses, help students begin to define dignity by exploring their own illustrations. Ask them to try to find new meanings for dignity and pride as they read Our Own Two Hands.

If the class feels they already know what the words pride and dignity mean, ask them to make a list of the workers in their community they consider to be dignified. Beside each, ask them to list each worker's source of pride and dignity. Ask them as they read the story to look for new ideas about what gives people a sense of pride and dignity.

3. The story: Our Own Two Hands

Pigs get dirty, and running a pig farm can be hard, dirty work. The animals must be fed and washed, the pens cleaned, and the fields fertilized and cultivated. The Holland family, who raise pigs can derive a great deal of pride and satisfaction from their work - dignified work.

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*Adapted from *Bread and Butterflies,* (Bloomington, Ind.: Agency for Instructional Television, 1974).

Patty and Jimmy, the Holland children, begin their work each day after school in spite of the sneers they receive from the children on a school bus making faces at the smell of fertilizer being sprayed at the Hollands' farm. The two children are very much a part of the farm routine. In fact, the farm's success depends heavily on Patty and Jimmy. "I don't think we could make it without the kids doing their part," Mrs. Holland explains. "Doing their part" becomes a life and death matter when Jimmy and Patty help a sow deliver fourteen piglets.

The family shares their pride in the farm they've built, the quality of the pigs they raise, the achievements of the children, and the closeness the family feels because they work together. Raising pigs may be hard, dirty work, but it is also very dignified work. The Hollands prove that.

3. Key Questions:

   a. How do the family's skills and willingness to work become a life or death matter in the last scene? How do you suppose Jimmy felt when the piglets were being born?

   b. To some people being dignified means having the respect of other people, while to other people dignity means being proud of the work you do. What do you think dignity means to the Holland family? What does dignity mean to you?

   c. What are the things that make you feel proud? How can some people be proud of themselves and have dignity in spite of the fact that others might not treat them with respect?

   d. What did you think about pig farmers before you saw the program? What do you think about them now? How can you look for dignity in others, in spite of outward appearances?

TREASURE HUNT*

Goal:

To help students explore the process of producing income and to help them discover ways in which they can achieve economic independence by participating in the economic system now and in the future.

Objective:

As a result of the lesson, students should:

- describe the decisions and plans considered by the children in the the program who sought to make money;
- describe risks involved in their own ability to make money;
- express the confidence and desire to earn money;
- list ways in which they can personally earn money; and
- relate social responsibility to earning money.

Group Size:

Small group or classroom

Materials Needed:

A reprinted copy of the story if it is not read aloud

Process:

1. Introduction to the topic:

   This program is basically about making money. List on the board students' responses to questions like:

   a. When have you ever wished for something and needed a few dollars to buy it?
   b. How do you get the money you need now?
   c. How could you get more money?
   d. How important is getting money now?
   e. Have you ever thought about the need to earn money as you get older?
   f. What do you need money for now?
   g. What will you need it for in the future?

The following is also about three different kinds of people who try to earn money. As you read the story, think about what they did to make the money and what you might do differently if you had their problem.

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*Adapted from *Bread and Butterflies*, (Bloomington, Ind.: Agency for Intructional Television, 1974).

2. The Story: Treasure Hunt

The carnival is in town, the music is exciting, the lights are bright, and the rides are bigger and wilder than ever--and more expensive.

Ernie, Monica and Bill face the age-old problem of big dreams and empty pockets. With encouragement from Ernie, the three friends part to earn eight dollars in two days. Ernie is enthusiastically confident, Monica is willing but uncertain, and Bill is pessimistic. Nevertheless, all three begin to search for a way to make money.

In interwoven stories, the children meet with the tasks, frustrations, and satisfactions of earning money. Each gets an idea from seeing others work, but they quickly discover that doing it yourself is not always as easy as it looks. Ernie's dog-washing service is hampered by difficulties in finding the right dog owners and by the less than eager cooperation of their frisky pets. Monica discovers that selling greeting cards as her sister does means purchasing materials - which means money - which means a loan (with interest) before she can even get started. And Bill's errand service is thwarted by a lack of salesmanship, self-confidence, and customers. But, to some extent, hard work pays off. Ernie's customer is pleased with his dog's appearance, and Monica's cards begin to attract buyers; Bill, however, seems to have met with failure.

When they reconvene at the carnival, all three have money. Monica and Ernie enthusiastically share their money-making experiences, but Bill is surly and close-mouthed about the source of his funds. There is no way of knowing how Bill made his money or why he seems to be so ill-tempered and unhappy. "Come on! Let's go!" Bill insists, as the three disappear into the lights of the carnival.

3. Key Questions:

a. How did Bill, Ernie and Monica get their ideas for making money? What personal risks did each take to make money?

b. In the program Bill says that it doesn't matter how he got the money. How much does it matter in real life?

c. Have you ever been in a situation in which you were not sure of yourself? How did it feel? Did you discover new things about yourself?

d. How can your feelings about yourself increase your chances for success at a given task?

e. What talents do you have that would be most valuable to you or to a group in making money?

f. How would you find a way to make money in your neighborhood?

g. How does the phrase "it takes money to make money" apply to this program? Where could you get money to make money?

WORK MEANS . . .*

Goal:

To help students understand a variety of attitudes (including their own) toward work, and to explore the significance that work has for the development of individuals and society.

Objectives:

As a result of the lesson, students should:

- see that work can provide a means for developing and expressing themselves;
- understand the similarities and differences between work and play;
- understand how the work people do can be a tool for positive social and environmental change;
- understand how the word "career" relates to their own life plans;
- recognize the boredom, frustration, and lack of meaning that some people experience in their work.

Group Size:

Small group or classroom

Materials Needed:

A reprinted copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

   Select a previewing activity corresponding to the background experience of the class and their ability to understand people at work. For example:

   a. Ask each student what work means to him or her, allowing for both positive and negative responses. List all responses on the board. Ask students to watch for new ideas to add to the list after the program.

   b. Interview a panel of school workers to find out what work means to them. List their responses on the board and ask students to look for contrasts and comparisons.

   c. Have students scan local newspapers and national weekly news magazines to identify social needs and problems confronting the community and the nation. Discuss how work can help meet society's needs as well as the needs of the individual. Ask students to watch for examples in the program of individuals who are benefiting society, as well as satisfying their own needs.

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*Adapted from *Bread and Butterflies*, (Bloomington, Ind.: Agency for Instructional Television, 1974).

2. The Story: Work Means . . .

What does "work" mean? In science it means "force or energy passing from one thing to another." But it's not so easy to define when it comes to people. Marcie, a junior high student writing a report, asks the question, "What does work mean to your life?" Everyone she asks gives a different answer. To a musician, work is a way to find his identity, a means of self-expression, and requires dedication. An elderly man who now is a school crossing guard sees work as enriching. A recreation director sees work as a chance to make a difference, however slight, in the problems facing the community. A cab driver interprets work as everything you do that gives your life meaning. The meaning of work seems to be a very personal thing - "it's whatever you put yourself into."

Work involves people; work benefits others as well as the workers themselves. But work can also encompass other aspects. For example, work can be fun. In fact, much adult work is similar to the play activities and interests of children. Second, all work fits together in society to solve problems and to get things done.

3. Key Questions:

a. What activities did you see people in the story doing that some people do in their leisure time for fun? What do you do that is fun or a hobby that could become a career for you?

b. After observing the people in the story, how would you define work? How is your work as a student contributing to your career? How can knowing what rewards are important to you help you think about the careers that might suit you?

c. What reasons do you think people have for changing jobs? How do some people get into the wrong jobs? Why are some jobs right for some people and wrong for others?

d. How are people's values affected by their work? Why is it important to find a work role that is personally satisfying?

SUCCESS STORY*

Goal:

To help students explore both internal and external dimensions of success, to define success for themselves, and to project the possible implications their definitions of success might have for their several life roles.

Objectives:

As a result of the lesson, students should:

- understand how much of their own views of success depend on what others expect of them;
- be able to express how their own views of success are different from the views of others;
- see how they can influence their own achievement of success.

Group Size: Small group or classroom.

Materials Needed:

Chalkboard and copy of the story if not read aloud.

Process:

1. Introduction to the topic:

Find out what success means to the students by asking them to think of successful people they know. Suggest a variety of occupations such as those listed below. Copy the chart on the board with appropriate occupations and ask the class to rate the success of each person.

	NOT SUCCESSFUL			HIGHLY SUCCESSFUL	
	1	2	3	4	5
Farmer					
Performer					
School Principal					
Minister, Priest, Rabbi					
Doctor					
Small Business Operator					
Appliance or TV Repairperson					
Plumber, Carpenter, etc.					
Politician					
Volunteer Youth Leader					
Sports figure					

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*Adapted from *Bread and Butterflies,* (Bloomington, Ind.: Agency for Instructional Television, 1974).

Discuss the chart in relation to the students' definitions of success (e.g., famous, rich, influential). Consider questions like:

Is it possible to be successful without making a lot of money?
Are there successful people who are not well known?
Is it possible to be successful without doing something that society values highly?

2. The Story: Success Story

Dave has been interested in defining success for himself most of his life. When he was young and growing up on his father's farm, he enjoyed drawing, but his father disapproved - thought it was a waste of time. After his family moved to the city, Dave kept up his drawing, but followed his father's advice and took the job that paid the most money, even though Dave thought it was dull and routine.

When Dave was drafted he was able to decide for himself what he wanted to do in the army. He became a military policeman in the airborne division, and the challenge of having to pass tests and actually choosing what he himself wanted to be changed Dave. He began to define success in his own terms, not in someone else's. The skills he acquired as a parachutist helped him develop confidence in his other abilities.

When he got out of the army, Dave was very much on his own - open to new possibilities and determined to find something he was good at and liked to do. Finally, after working hard and saving money, Dave managed to open a leathercraft shop where he makes and sells his own work. Success for Dave is a personal thing, something he has figured out for himself.

3. Key Questions:

a. Where did Dave get his first ideas about what it means to be successful? How did Dave's ideas about success change? Are most people's attitudes about success a mixture of their own ideas and those of others?

b. Dave said that when he got out of the army he began thinking about himself, what he was good at, and what he liked to do. How could similar questions lead you to discover your own feelings about success - now and in the future? Are you responsible for your own success?

c. Can you remember a time when you were proud of something you had done? Have you ever been pleased with yourself even though others didn't notice that you had done well? How can success sometimes be very personal and sometimes depend on what other people think?

d. How can you help others feel successful when they have done something well? Is it possible that in creating success for yourself you might hurt the feelings of others? How would you avoid that problem?

e. How does your life at school affect your feelings of success? If you could run your own school, what would you do to help the students feel successful?

CHOOSING CHANGES*

Goal:

To help students understand that they have the right and opportunity to choose, test, and through experience modify their views of themselves in relation to work; and to increase awareness of the ability to act on these experiences by making hypotheses about themselves and the future.

Objectives:

As a result of the lesson, students should:

- be able to compare their own career aspirations with the career expectations that others hold for them;
- identify internal and external constraints on freedom of choice and ways in which those constraints can be overcome;
- be able to list at least five tentative career choices that they think are attainable;
- describe the elements of risk involved in career choice;
- describe the need for having choices in career goals.

Group Size:

Small group or classroom.

Materials Needed:

Copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

   Ask students to finish these two sentences:

   If I could be anything in the world when I grow up, I'd most like to be a ______________________.

   What I think I probably will be when I grow up is a _____________.

   How many different answers did students have for the two questions? Ask students why there is a difference between what they would most like to be and what they probably will be. List on the board the barriers they think would keep them from achieving their "most like to be" goals. Explain that the story Choosing Changes is about a girl who did become what she most wanted to be - in spite of the barriers. Ask students to watch for the problems Barbara faces and the ways that she overcomes them.

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*Adapted from *Bread and Butterflies*, (Bloomington, Ind.: Agency for Instructional Television, 1974).

2. The story: Choosing Change

Barbara chose to be a chemical engineer, even though she knew she would be one of the few women in the field. Living according to her own goals and choices meant personal challenges for Barbara, especially when she went to work in a lab as a project engineer in oceanography. But Barbara, recognizing her own potential for change and success, was willing to accept the challenges and take the necessary risks.

Barbara believed that the new equipment she had designed could only be given a true test in the actual intended environment - on the ocean floor. Her supervisor was doubtful. The ideas was very expensive and very risky; besides, Barbara did not even know how to deep-sea dive.

After a long summer of exhausting training, Barbara finally got her chance and emerged triumphant from the underwater hydrolab. She had successfully completed the experiments fifty feet beneath the ocean's surface. She felt good about it. "The hydrolab proves, she said, "that I can handle a lot more than I thought I could - even things that scare me." Choosing Challenges is a true story about Barbara's freedom to choose and to change.

3. Key Questions:

   a. What risks were involved when Barbara decided to do the hydrolab project? What kinds of risks are always involved in making a career choice?

   b. Why did Barbara find her work satisfying? What personal skills did she need to do the job well? (Leadership ability, ability to get along with others, ability to learn new things quickly, ability to handle new problems and situations).

   c. What are some things that would make work satisfying for you? What personal skills would you like to develop and use in your career? Name some jobs that would combine these skills and at the same time be satisfying to you.

   d. Do you think Barbara will ever change jobs? Why? What might happen that would force her to change jobs? Do you know anyone who has had to change jobs even though that person didn't want to?

PLANNING AHEAD - THE RACER*

Goal:

To help students increase the ability to establish, test, and modify short-term and long-term goals, and to help them understand how goal setting and planning increases the control they have over their own lives.

Objectives:

As a result of this lesson, students should:

- be able to describe how goals are selected and achieved;
- be able to weigh the rewards that might be gained against the commitment required to achieve a goal;
- be able to describe the need for flexibility in planning;
- be able to assess the planning process and recognize when a change in plans is necessary;
- be able to estimate how much commitment is necessary to achieve one's goals;
- describe the personal, educational, and material resources required to achieve tentative career goals.

Materials Needed:

Chalkboard and a copy of the story if it is not read aloud.

Process:

1. Introduction to the topic:

Talk about what might happen at your school if one day everybody who worked there tried to work without any plans. Then draw the following continuum on the board to illustrate the various degrees of planning:

Nothing in my life is planned.	I let others make plans for me.	Some things I plan - other things "just happen."	I make plans with the help of others.	I plan everything in my life without the influence of others.

Ask students to decide where they are on the continuum. Discuss the effects of the two extremes and predict where most people who have an adequate degree of self-control might place themselves. Explain that after the program, the class will talk about ways to have control over your own life by setting goals and making plans.

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*Adapted from *Bread and Butterflies*, (Bloomington, Ind.: Agency for Instructional Television, 1974).

2. The story: Planning Ahead - The Race

Dreams can often become reality, but it takes careful planning and a lot of hard work.

Johnny loves cars, and often spends time at his Uncle Bill's garage watching the mechanics work. One day Johnny finds a beat-up wagon and decides to use the wheels to make a soap-box racer. He manages to get the racer together, but his dream machine quickly runs into trouble, because it was done without knowledge, planning or care.

After a discouraging crash on the test run, Johnny is ready to abandon the project. When he talks to his father about it, his father says that the failure was predictable because Johnny hadn't planned properly. Suggesting that Johnny look for help in planning, his dad comments that Uncle Bill had once undertaken a similar project. Maybe Johnny should talk to him...

With his uncle's help, Johnny makes careful plans, earns money to pay for parts, learns to use the proper equipment, and finally achieves his goal. "The Racer" is a success. Johnny has learned how much planning and work it takes to make one's dreams come true.

3. Key Questions:

a. What goal did Johnny set for himself? What did he have to give up to achieve that goal? How did planning make it possible for Johnny to reach his goal?

b. When do you think Johnny realized that something was wrong with his first racer? What changes should he have made? Why is it important to find out if your plans are working?

c. What characteristics did Johnny have that made you think he would succeed? Even if you had the best of plans, what personal characteristics would you need to make the plans work? How can you practice those skills?

d. Johnny said that he would like to be a mechanic when he grows up. What is he doing now that will help him achieve that goal? Think of a career goal you've considered for yourself. What would you have to sacrifice? What planning could you do now to help you reach your goal?

WHAT'S YOUR CAREER PLAN?*

Goal:

This activity is designed to have students "chart their course" to reach their perceived career goals by tracing their path through educational, occupational and personal experiences.

Objectives:

The student will:

1. Predict and give supporting evidence for the likelihood of his/her achieving his/her occupational goals.
2. Plan his/her current school experience so that it fits into the pursuit of his/her occupational goals.
3. Formulate a tentative educational and training plan to prepare himself/herself for a given occupational field or preferred vocation.

Materials Needed:

Copy of Personal Career Plan Sheet and directions for each student.

Process:

1. The instructor should discuss with the class the rationale supporting the need for career planning. NOTE: The instructor may wish to use this activity in a pre-test-post-test situation to show the students that their plans may change with time. It must be remembered, however, that this activity is not designed to be used for student evaluation.
2. Each student should then be given a Personal Career Plan sheet with instructions. The instructor should explain the directions and then give the students time to complete their own personal plan.
3. The instructor should then critique each student's plan and discuss it with the student. (NOTE: Extreme care must be taken to suppress instructor bias in criticizing the students' plans. Since each plan is specific to the personal goals of the individual student preparing it, the instructor should only correct errors which make the anticipated path impossible to follow, i.e., no education beyond high school with goal of being in a professional field like engineering.)
4. The instructor should review the planning procedure and the importance of planning with the students.
5. This activity affords an excellent opportunity to have a school counselor interact with students in a setting outside an office.

Directions:

In the space called Work Options on Figure 1, you are to write in the occupation in which you feel you would most like to work. Sample

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*From *Career Development Through Industrial Education Experiences*, (Minnesota Department of Education, 1974).

occupations are listed on Figure 2 by education required for each. Then, starting at the star (*) in the junior high space you are to draw a line representing how you plan to reach your occupation. The blocks in the middle of the page represent educational institutions you might want to attend in the future. The numbers across the bottom of the page represent "happenings" which could take place in your lifetime. Place the number of the happening(s) appropriate to your career plan at the appropriate place on the line you draw. The numbers across the top of the page represent approximate ages in years. The dash (---) line on the chart is an example.

You will see from the example that this person completed high school and entered vocational school. At about age 22 this person had a temporary full time job, and at age 25 the person was married and started a family. Sometime later this person completed college then traveled and finally reached the goal of becoming a teacher.

Should you need help, talk to your instructor and/or counselor or anyone else you feel could help you. Your instructor will review your plan and discuss it with you.

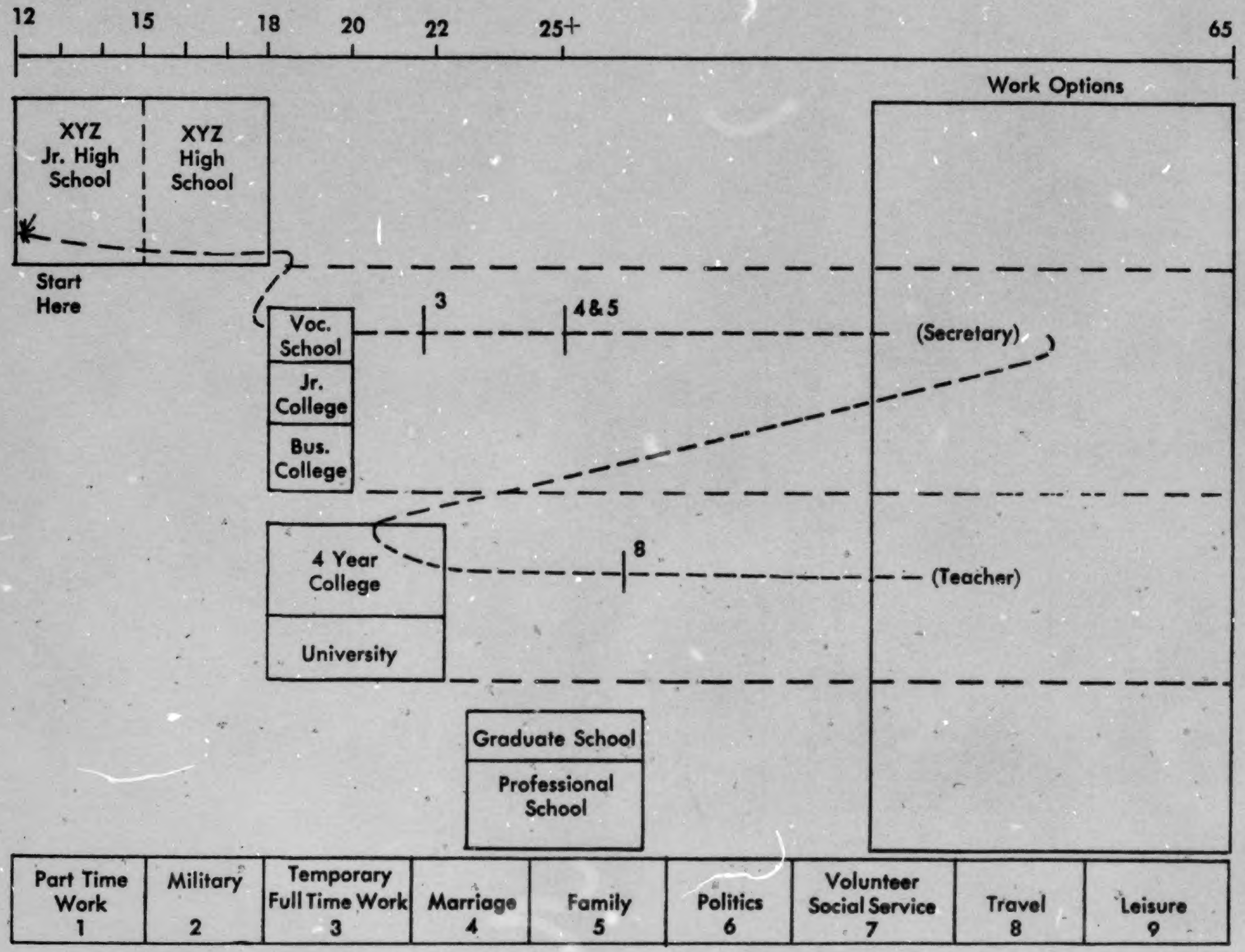
12
15
18
20
22
25+
65
Work Options
XYZ Jr. High School
XYZ High School
Start Here
Voc. School
Jr. College
Bus. College
3
4&5
(Secretary)
4 Year College
University
8
(Teacher)
Graduate School
Professional School
Part Time Work 1
Military 2
Temporary Full Time Work 3
Marriage 4
Family 5
Politics 6
Volunteer Social Service 7
Travel 8
Leisure 9

Figure 1
PERSONAL CAREER PLAN

Figure 2

EXAMPLES OF TYPICAL CAREERS BY EDUCATIONAL LEVEL

High School or Less	Machine Operator Retail Salesperson Service Station Atndt. Cashier Mail Carrier Telephone Operator Clerical Worker Foreman Upholsterer Assembler Meat Cutter Fire Fighter Guard Police Officer Waiter/Waitress Cook Truck Driver Bartender Photographer Prof. Athlete Farmer
Post H.S. Voc. School Jr. College Bus. College	Carpenter Brickmason Electrician Painter Auto Mechanic Electronics Technician Licensed Prac. Nurse Press Operator Machinist Tool Maker Secretary Engineering Technician X-Ray Technician Draftsperson Prof. Athlete Radio Announcer (DJ) Bookkeeper Baker Farm Manager
4-Year College or University	Engineer Scientist Teacher Librarian Pilot Musician Newspaper Reporter Accountant Registered Nurse Chemist Social Worker Military Officer Geologist
Grad. School Professional School	Veterinarian Doctor College Prof. Architect Lawyer Pharmacist Dentist

RESUME WRITING*

GOAL:

To develop a resume which organizes students' educational and work accomplishments in a way that will encourage an employer to interview and hire them.

OBJECTIVE:

Each student will develop a resume which will include their relevant educational and work experiences so that the employer will know what they have done.

GROUP SIZE:

Individual to large group.

MATERIALS NEEDED:

Paper, pencil, chalkboard or flip chart, high school academic record, record of employment history and a listing of outside activities.

PROCESS:

A. Introduction to the Topic

Tell the students that the majority of jobs are obtained through the use of a resume. Explain that the goal of this lesson is to learn the steps in resume writing. Point out that a resume is a document which enables the employer to know their educational and work history so that they can decide whether they are qualified for a particular job opening.

Tell them that there are eight steps in resume writing. Put on the board or pass out copies of Figure 1 so that the students can refer to the example as an illustration for each of the eight steps in resume writing discussed below.

B. Steps in Resume Writing

I. Identify Self: Tell students that this step involves stating your name, address and telephone number (including area code). Point out that this information goes in the upper right hand corner of the paper. Explain that if they identify themeselves fully then the employer will be able to contact them.

2. Identify Job Goal: The job goal identifies the type of job the applicant is seeking. Explain that the job goal should be stated in either 1, 2 or 3 words. Refer to Figure 1 for an example of a specific job goal.

Emphasize that if the job goal is stated then the employer will know which position is being applied for.

If some students do not have a specific job goal then have them put either : part-time position, summer employment or full-time employment.

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*Adapted from Robert Carkhuff et.al., *Getajob*, (Amherst, MA: The Human Resource Development Press, 1975).

Figure 1

SAMPLE RESUME

Steps		
#1		Diane Day 2 Wayside Lane Marlboro, MA 02136 (617) 756-0123
#2	GOAL	Day Care Worker
#3		I have had over 200 hours of work experience as a day care teacher aide.
#4	EXPERIENCE *(work lead statement)*	As a day care teacher aide at Chestnut Street Nursery School, I took the kids on trips, took them swimming, gave them lunch, taught them basic manners and how to get along with others, sang songs together, and read them stories.
#5	*(supporting facts)*	I was half-hour early arriving at work 100% of the time. Had a better-than-average relationship with my supervisor. When my boss would leave for short periods of time, she appointed me as supervisor for 18 or more children Received a raise 3 months sooner than the average employee.
#6	*(education lead statement)*	As a student at North High, course work included General Psychology, Sociology, and Child Development classes. I organized and conducted a Future Teachers Club.
	(supporting facts)	Received a grade average of B+ in courses related to day care. President of Future Teachers Club for one year. Missed only two classes during my senior year. Voted "Most Popular Student" in my class.
#7	*(other experience)*	I have been a babysitter for 3 different families while attending school. Each family has complimented me several times on how well I get along with their children.
#8	PERSONAL INFORMATION	Age: 18 Education: High School Graduate Health: Excellent Family Status: Single

3. Identify Greatest Strength: Tell the students that this step involves writing a brief summary (one or two sections) of their best work and/or educational experience which would qualify them for the job they want. Explain that their best strength should be stated in terms of time; hours, months, weeks, years of experience. Refer to Figure I as an illustration.

4. Lead Statement: Mention that the lead statement involves writing in paragraph form what they have done in either their educational or work experiences, whichever is most relevant to the job they are seeking. Explain that they will first develop their educational lead statement and then do their work lead statement. Tell them that the lead statement identifies:

   a) type of student they are
   b) school they attend
   c) major courses studied
   d) other courses that might help with the job

   Refer to the example of an educational lead statement.

5. Fill in Facts: Tell the students that this step involves developing facts about their lead statement which indicate that they can do the job; they are dependable and they get along with others. Point out that it is best to state the facts by using a number or "absolute word." Refer to Figure 1 for examples of facts. Explain that they should have at least two facts. If a student cannot develop any facts then have him/her indicate what he/she learned in the courses stated in the lead statement.

6. Lead Statement: Tell the students that they are now going to develop another lead statement for their work experience. Explain that the work lead statement identifies:

   a) where they worked
   b) how long they were employed
   c) what duties they performed

   Point out to the students that the work experience(s) they choose should represent them in a positive way. Explain that if they have not had a formal work experience that they should use volunteer work they have done or even work they have performed at home or for a neighbor. Refer to Figure 1 for an example of a work lead statement.

   Mention that they can leave out the length of employment if they did not work for very long.

   State that they are to again fill in facts for their work lead statement the same as they did for their educational lead statement.

7. Other Relevant Experience: This step in resume writing is for those who have additional work experiences or outside activities which may be of interest to an employer. Explain that this lead statement can be a combination of different experiences and it does not have to directly relate to their job goal. Point out that they will not all have additional experiences to complete this step. Refer to the example for an illustration. Tell the students that they should fill in facts for this lead statement if they use this area.

8. Personal Information: This step in resume writing is to supply their personal information about themselves that they want the employer to know. Explain to the students that they should only include positive personal information. Point out that they do not have to include any information related to sex, race or religion since the law does not require this.

C. Putting the Resume Together

Tell the students that when they are done they should determine which lead statement (education or work) and facts is the strongest in qualifying them for their job goal. Point out that the strongest one goes first. Refer to Figure 1 and discuss why the work lead statement went before the educational lead statement in that instance.

D. Additional Activities

1. Pass out a copy of the enclosed resume and a traditional resume and discuss the differences.
2. Have students share what they developed for lead statements.
3. Have students share their different facts.
4. Have students complete each task before moving on to the next task.
5. Provide feedback to each student when they complete a task.

COMPLETING A JOB APPLICATION

GOAL:

To teach students how to apply for a job and how to complete all the paperwork that employers will request from them.

OBJECTIVE:

Each student will complete a personal record card and an application so that they will be able to neatly and thoroughly complete any future application forms.

GROUP SIZE:

Individual to large group

MATERIALS NEEDED:

Paper/pencil, chalkboard or flip chart

PROCESS:

A. Introduction to the Topic

Tell the students that any job which they want to obtain requires them to fill out an application. Explain that the goal of the lesson is to have them complete an application and personnel record card so that they will be prepared to do this accurately when seeking a job. Point out that an application which is completed fully will better enable an employer to make a decision.

Tell them that they will be completing two tasks in learning application filing. Pass out to each student a copy of the personal record card (Figure 1) and the application form (Figure 2) for them to use.

B. Steps in Application Filing

1. Complete Personal Record Card

Tell students that this step involves reading carefully the directions to the far left and answering the questions asked. Explain that the answers they write need to be accurate because they will be using this card in the future. Point out to the students that the persons they identify for references should be individuals from whom they will get favorable responses. Explain that they should contact the people whom they plan to use as references and ask permission to use their names. Have students complete the personal record card.

2. Filling Out Job Application

Tell the students that application filing is an important skill because it provides the employer with all relevant personal information. Explain to the students that the way in which they complete the application should be in relation to how they want the employer to think about them. Put on the board or pass out the following guidelines for neatness:

- print in neat letters on a job application form
- Use black or blue ink unless the application says to use pencil. Typing is good if the student can type without errors.

- Correct errors by crossing out mistakes with a single line through the error.
- Do not leave blanks in the form. If you cannot answer an item, mark it N/A (not applicable) or put a short (-).
- The signature should be written not printed.
- Do not write in area marked "for employers use only."

Tell the students to complete the application form. Point out that they are to use their personal record card to assist them in completing the application. Check each student for completeness of information.

C. Additional Activities

1. Teach students how to file for a social security card.
2. Discuss how to answer "tricky" items on the application.

Examples:

Q - "Why are you looking for a new job?"

A - To be able to put my skills to better use.

Q - "Why did you leave your last job?"

A - Wanted to get a better job.

3. Have each student apply for a job and discuss whether the personal record card answered all the questions.
4. Discuss with students possible resources for locating missing information (e.g., parents, relatives, teachers, resume).

Figure 1

STEP 1: MAKING A PERSONAL RECORD CARD. (DETACH AND PUT IN WALLET).

DIRECTIONS

1. Include your zip code with your address. Include your area code with your phone number.

2. Include month, day, year of birth.
3. Include the town, county and state.
4. Mothers name at birth.
5,6. No special directions.
7. Military status: Veteran, draft class or reserve status.

8. Grade completed as of the coming June.
9. Refer to your resume.

10. Include month and year of when you began and ended dates of employment.

11. Best references: Teachers, past employers, counselors, ministers. Include zip code with address.

12. Describe as "Excellent" or "Good."
13. Put down the full name and address of your regular doctor, if any.
14, 15, 16. Use your resume to complete.

PERSONAL RECORD CARD

1. Name______________________________
Address______________________________
____
Phone #______________________________

(Fold)

2. Date of Birth____________ Age____________
3. Where Born______________________________
4. Mother's Maiden Name______________________________
5. Father's Full Name______________________________
6. Social Security #______________________________
7. Military Status______________________________

(Fold)

8. Level of Education______________________________
9. Job-Related Classes______________________________
____

10. Previous Work Experience
a. Where?______________________________
Boss?____________________ When?__________
b. Where?______________________________
Boss?____________________ When?__________

(Fold)

11. References (3)
a. Name____________________ Position__________
Address______________________________
____

b. Name____________________ Position__________
Address______________________________
____

c. Name____________________ Position__________
Address______________________________
____

(Fold)

12. Health______________________________
13. Doctor______________________________
14. Activities______________________________
____
____

15. Honors______________________________
____

16. Other Important Things______________________________
____
____

Figure 2

FRIENDLY ICE CREAM CORPORATION
PRELIMINARY EMPLOYMENT APPLICATION

(PLEASE PRINT OR TYPE)

Position applied for: ______________________ Date available for work: __________

How did you become interested in Friendly Ice Cream? ______________________

Name: ______________________ Telephone Number: __________
LAST FIRST MIDDLE INITIAL

Address: ______________________ Social Security No. __________
NO. STREET CITY STATE

NOTE: (DO NOT ANSWER 1 TO 5 UNTIL ACTUAL DATE OF HIRE:)

(1) Marital Status __________ (2) Does your spouse work? __________ (3) How many hours? __________

(4) No. of children: __________ (5) No. of dependents: __________

Are you willing to relocate within? ☐3 MOS. ☐6 MOS. ☐12 MOS. ☐NEVER

PHYSICAL

Height: __________ Weight: __________ Any identification marks: ☐SCARS ☐TATTOOS ☐BOTH ☐NONE

Describe any physical disorders or handicaps: ______________________

How much time have you lost from work in the last 12 months? __________ Describe cause: __________

____

Describe any major illnesses or accidents during the last 5 years: ______________________

____

PERSONAL

NOTE: (IT IS NOT MANDATORY TO ANSWER THE FOLLOWING QUESTION:)

Have you been convicted of any crime within the last 5 years? ☐YES ☐NO

I am over 21 years of age. ☐YES ☐NO

Do you own an automobile? ☐YES ☐NO Make: __________ Year: __________

Do you own a home? ☐YES ☐NO. How long? _______ Years. Do you rent? ☐YES ☐NO.

Lease? ☐YES ☐NO _______ Years

Have you served in the Armed Forces? ☐YES ☐NO Branch: __________

Date Entered: __________ Date Discharged: __________ Rank at Discharge: __________
MO. DAY YEAR MO. DAY YEAR

Type of discharge: __________ Receive Disability? ☐YES ☐NO _____% Attend Reserve Meetings? ☐YES ☐NO

Attend Summer Camps? ☐YES ☐NO Present Draft Status: __________

EDUCATION:

Grade Completed: __________

Name of High School: ______________________ Did you graduate? ☐YES ☐NO

Address: ______________________
NO. STREET CITY STATE

College Attended: ______________________ No. of Semesters Completed: __________

Did you Graduate? ☐YES ☐NO Degree: __________ Cumulative Average: __________

Current School Affiliation: ______________________ Attend: ☐EVES ☐DAYS

GENERAL INFORMATION

Do you presently work part time? ☐YES ☐NO How many hours per week? _______

Have you ever worked for FRIENDLY? ☐YES ☐NO Name of Shop: __________

Name of Manager: ______________________

Who do you know presently working at FRIENDLY? Name: ______________________

Dept. or Shop: ______________________

Do you have any hobbies? ______________________

____

PE,I-T MAY,73

Figure 2 (Cont.)

EMPLOYMENT (List Most Recent First)

DATES

1. Company ____________________
Address ____________________
NO. STREET CITY STATE
Your Position ____________ Supervisor ____________
Reason for Leaving ____________________

Month	Year	Salary
FROM:		BEGINNING:
TO:		ENDING:

2. Company ____________________
Address ____________________
NO. STREET CITY STATE
Your Position ____________ Supervisor ____________
Reason for Leaving ____________________

Month	Year	Salary
FROM:		BEGINNING:
TO:		ENDING:

3. Company ____________________
Address ____________________
NO. STREET CITY STATE
Your Position ____________ Supervisor ____________
Reason for Leaving ____________________

Month	Year	Salary
FROM:		BEGINNING:
TO:		ENDING:

4. Company ____________________
Address ____________________
NO. STREET CITY STATE
Your Position ____________ Supervisor ____________
Reason for Leaving ____________________

Month	Year	Salary
FROM:		BEGINNING:
TO:		ENDING:

5. Company ____________________
Address ____________________
NO. STREET CITY STATE
Your Position ____________ Supervisor ____________
Reason for Leaving ____________________

Month	Year	Salary
FROM:		BEGINNING:
TO:		ENDING:

For purposes of employment consideration only I hereby swear and affirm that the above information is true and correct and hereby authorize Friendly Ice Cream Corporation to confidentially investigate any information contained herein. It is also understood and agreed that any misrepresentation of facts contained herein will be sufficient cause for my immediate dismissal, if I become employed by said company.

Sign only in the presence of the Employment Manager.

Signature: ____________________ Date ____________

(E.M. Initials) ____________

5/16/73

TAKING A JOB INTERVIEW*

GOAL:

To teach students how to impress an employer through what they say and how they act during the job interview.

OBJECTIVE:

Using the proceeding method, students will practice the interviewing steps of making a good first impression, responding to questions using their strengths, initiating their own questions, concluding the interview and evaluating self.

GROUP SIZE:

Two to large group

MATERIALS:

Resumes, pens, paper

PROCESS:

I. Introduction

Tell the students that they will be practicing interviewing (from start to finish) so that they will be prepared and ready to impress an employer with why they are the one for the job.

Overview what is entailed in the good interview and list the steps they will be going over on the board:

- making a good first impression
- responding to employer's questions
- initiate own questions
- polish impression
- evaluate self

II. Making a Good First Impression

A. Tell students they will want to make a good impression and this includes impressing the receptionist when they arrive. Ask them how they would greet the receptionist in the best and simplest way. Write on the board the basic steps for the greeting:

1. state name
2. reason for being there
3. time of interview
4. interviewer's name

Get students to practice the above steps through role-playing so they will include the above information.

B. Greet the Interviewer: Explain that making good impressions includes greeting the interviewer politely. Ask students how this could be done so the interviewer will know you are set for the interview. It would be helpful to show the students an example of greeting the interviewer.

1. walk right up to interviewer
2. look at him/her in the eye
3. shake hands firmly
4. introduce self and include interviewer's name
   (Example: Hello, Mr. Smith, my name is Ronny Jones.)

---

*Adapted from Robert Carkhuff et.al., *Getajob*, (Amherst, MA: The Human Resources Development Press, 1975).

Have students practice this with each other including all of the above.

III. Responding to Employer's Questions

Explain to students that they should answer employer's questions by referring to their strengths rather than just "yes" or "no." Example: Yes, I can do typing. I had two years of classes and can type 85 words per minute.

Develop a list of commonly asked questions and have students write their answers to each.

Facts from the students' resume can be used to respond to the questions. Students can also role-play interviewer and applicant.

IV. Initiating Your Own Questions

Tell students that they can make a positive impression with the interviewer by asking some questions of their own to be able to find out valuable information.

Discuss with students the difference between asking selfish questions (pay, hours, benefits) and asking job-related questions:

- Will I have opportunity for training?
- How are employees selected for promotion?
- What will be expected of me on the job?

Students should develop their own job-related questions. Discuss also how students can take control at the end of the interview by asking the interviewer if he/she is clear about their application. Have students ready to ask the interviewer if there are any further questions so that the students will be ready to clarify any questious or doubts the interviewer may have.

V. Concluding Interview

Tell the students that they want to conclude the interview by arranging a follow-up. This can be done by simply asking the interviewer when he/she can expect to hear about a decision. If the interviewer can give a time, then the applicant can offer to call the interviewer and thereby take control of learning what the outcome is. If the student is going to call back, it is important to get a specific time and date.

Example:

Applicant: When shall you be making your decision?

Interviewer: Probably next Friday.

Applicant: Since you are busy, perhaps I could call you next Friday.

Interviewer: Great - I'll be in the office in the morning.

Also point out to students that before leaving the interview give him/her one or two specific qualifications. This will help the interviewer recall the strengths the applicant has to offer.

Example: I would like you to remember that I have had two years of typing and can type 85 words per minute.

Have students practice taking control in an interview and concluding the interview.

VI Evaluating Self

Besides role-playing and writing out responses, the class can develop a checklist of guidelines they want to follow when handling the interview. They should include such things as:

- greeting receptionist and interviewer;
- sitting forward in the chair;
- making frequent eye contact;
- avoiding nervous habits and slang language;
- no smoking or gum chewing;
- answering questions with more than yes or no;
- using concrete facts;
- using job-related questions;
- arranging follow-up;
- shaking hands at end of interview;
- reminding the interviewer of their strongest facts.

The checklist can also encompass the preparation of the interview such as eating a good breakfast, showering and wearing the appropriate clothing beforehand.

REFERENCES AND RESOURCES

Agency for Instructional Television, *Bread and Butterflies: A Curriculum Guide in Career Development*, Bloomington, Indiana: 1974. Developed by educators and broadcasters, this career development packet includes fifteen 15-minute color television programs and workshop materials. Subjects cover attitudes toward work, economic issues, life styles, success, etc.

Arizona Department of Education. *Creative Action Counseling Techniques and Useful Strategies* (CACTUS). Phoenix: 1976. A looseleaf bound notebook for school counselors and educators containing strategies and activities for a guidance and counseling program.

Bolles, Richard H. *The Quick Job Hunting Map*. Berkeley, Cal.: Ten Speed Press, 1976.

Career Development Through Industrial Education Experiences. Minnesota Department of Education, 1974.

Career Education Activities for Subject Area Teachers. Cambridge: ABT Publications, 1975. A curriculum guide and classroom activities, divided by grade level and subject area; each activity is experience-based and relates subject competencies to career applications (classroom resource).

Careers in Focus. New York: McGraw-Hill, 1976. A series of readings in workbook format and related AV materials describing career opportunities by cluster at a secondary reading level (classroom resource).

Carkhuff, Robert, et al. *Getajob*. Amherst, Mass.: Human Resource Development Press, 1975. A workbook-style text to teach the basic skills of resume writing, job finding, interviewing and other techniques to securing a job (classroom resource).

Elsberg, Ted. *Career Workbook*. New York: Fairchild Publications, 1975. Fifty problems for the secondary student getting ready to enter the work force, presented with minimum text and plenty of room for student input (classroom resource).

Friel, Ted and Carkhuff, Robert. *The Art of Developing a Career*. Amherst, Mass.: Human Resource Development Press, 1974. A workbook-style text for helping students explore careers, make decisions and plan tentative career paths (classroom resource).

Goldberg, Herman, Greenberger, Bernard. *The Job Ahead*. Chicago: SRA, 1977. A career reading series, relating occupational and social skills through fictionalized but realistic character studies and situations; the series includes forty stories at three reading levels along with various exercises and resource books (classroom resource).

Herr, Edward (Ed.). *Career Core Competencies*. New York: McGraw-Hill, 1977. A series of workbook-style readings and related AV materials and written exercises in job readiness skills including communications, getting a job and human relations (classroom resource).

Hoyt, Kenneth, et al. *Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Company, 1972. One of the very first comprehensive explanations of career education, this practically-oriented text quickly became the "standard" reference in the early days of career education. Still up to date, it offers practical suggestions for program planners, and some general guidelines for teachers (background).

Hruska, Jack and Popper, Walter. *The Human Side of Work.* Amherst, Mass.: University of Massachusetts, 1974. A curriculum guide and classroom activities for secondary career education groups, including sections on women's and men's roles, job ethics, getting along on the job (classroom resource).

McClure, Larry. *Career Education Survival Manual: A Guidebook for Career Educators and Their Friends.* Salt Lake City: Olympus Publishing Company, 1975. A general overview of the field, underlining significant current concepts and issues. Illustrated with humorous cartoons, it contains an excellent bibliography and list of helpful organizations (background).

National Institute of Education. *Community is the Teacher.* Washington, D.C.: 1976. A description of four model career education programs at the secondary level using the community as a resource, including comments of student, parent and community participants (background).

New Hampshire State Department of Education. *Educator's Handbook for Secondary Career Guidance Programs.* Concord, 1975. A looseleaf bound notebook for secondary educators providing helpful information on operating career guidance programs. A major section is devoted to classroom activities appropriate for the classroom.

Popper, Walter and McClain, Thomas. *Career Education Infusion Strategies for the Classroom.* Amherst, Mass.: University of Massachusetts, Institute for Governmental Services, 1978. A monograph discussing career education and suggesting career education activities by curriculum area.

Porter, Sylvia. *Sylvia Porter's Money Book.* New York: Doubleday, 1973. A how-to-do-it book about earning, saving, spending, borrowing and investing money (classroom resource).

Simon, Sid, et al. *Values Clarification.* New York: Hart Publishing Co., 1972. A compendium of seventy-nine classroom strategies for self-awareness (classroom resource).

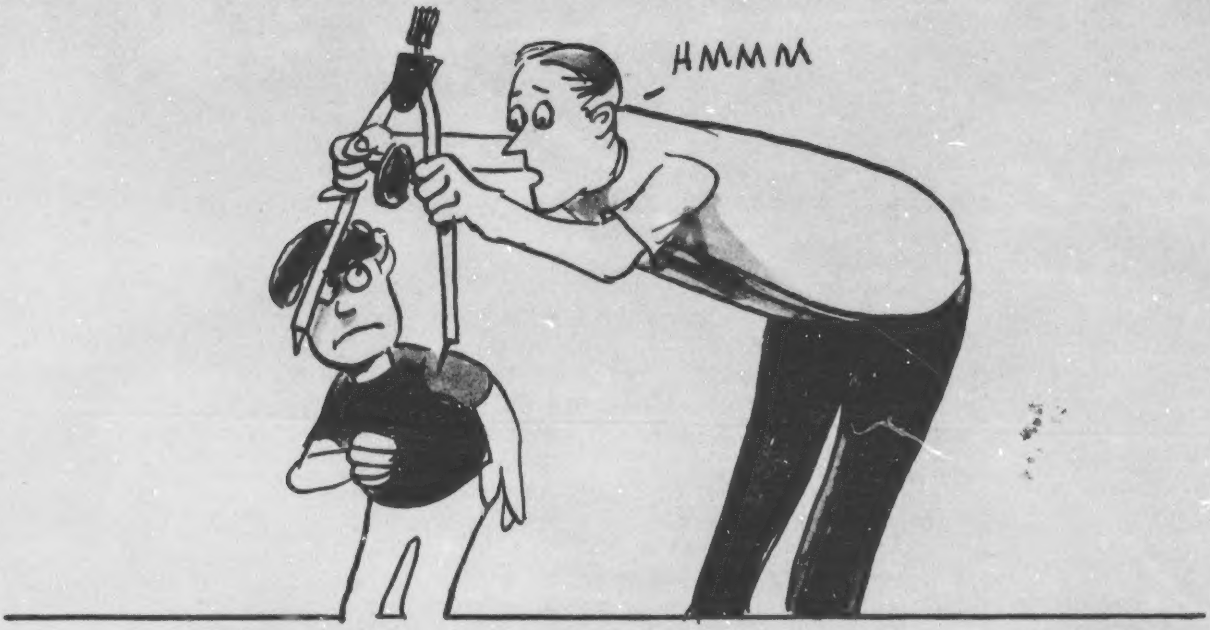
Terkel, Studs. *Working.* New York: Pantheon, 1974. A brilliant series of interviews with working people, in which employers, and self-employed men and women talk about their feelings, hopes and fears related to working (background, classroom resource).

U.S. Department of Health, Education and Welfare. *Career Education.* Washington, D.C., U.S. GPO, 1972. An excellent, brief, inexpensive explanation of the very basic concepts of career education. Most useful for community groups and those who need only the briefest explanation (background).

U.S. Department of Labor. *Occupational Briefs, Occupational Outlook Handbook,* and *Occupational Outlook Quarterly.* Washington, D.C.: U.S. Government Printing Office. Short job descriptions necessary to an understanding of the changing labor market (reference, classroom resource).

National Association of Secondary School Principals. *Yellow Pages Career Library.* Arlington, VA: 1974. A series of well-designed booklets for teacher or student use, providing a personal and social perspective on a number of common occupations.

CAREER ASSESSMENT INSTRUMENTS



INTRODUCTION

A career guidance counselor assisting a student in career planning and decision-making usually asks a series of questions which will help the student become more aware of his/her own interests, aptitudes, goals and achievements. Based upon the responses to these questions possible career areas are then identified, and personal strengths and weaknesses enumerated. If the student wishes to find out how these responses compare with those of others of the same age or region, the counselor, depending upon degree of experience, would attempt to provide the needed interpretation. From a normative perspective, this in essence is what a standardized appraisal instrument, inventory, or test attempts to do in a very systematic, deliberate way.

Editor's Note: Currently the Massachusetts Department of Education is reviewing the total area of testing and appraisal instruments in order to develop guidelines and policy concerning the use of tests. For that reason this section deals with the conceptual use of appraisal instruments rather than discussing specific ones appropriate to career guidance. When these state guidelines do become available, those applicable to career guidance should be incorporated into this section.

Standardized appraisal instruments, in addition to data obtained from personal interviews, can be very useful in assisting individuals to learn more about themselves and the world of work. Students may wish to know how they stand in a broader perspective. In such cases comparing their responses to those of a reference group may be valuable and constructive in career planning or preparing for certain desired alternatives and possibilities. Some of the reasons why a student would find a standardized appraisal instrument inventory a helpful addition to a personal interview include the following:

1. The questions and areas included are more complete and comprehensive.
2. Biases are more consistent than in the more subjective interviews, thus may be clearly known by the individual and the people who use the data.
3. Such instruments provide a cost effective way of collecting information and providing data to a large number of students.
4. They provide a means of "forcing" the individual to discriminate among a number of interests, aptitudes, and goals: an essential step in career planning and decision-making.
5. These instruments provide a uniform way of comparing responses to an appropriate reference group.

Appraisal instruments and inventories are to be selected, administered and interpreted by professionals who have adequate training and expertise. Just as the interview can be a source of destructive bias, misinformation, and inappropriate comparisons, so can appraisal instruments. It is important that the certified counselor who is involved in using standardized instruments in career guidance use them with utmost professionalism and technical skill. Trained teachers, librarians, and guidance paraprofessionals may be involved in the administration of standardized appraisal instruments and may also be involved in locating and providing educational and occupational information useful to the individual. However, all career guidance personnel need to read over carefully all manuals for appraisal instruments which they may consider giving to their students. This will help insure that they have selected instruments which meet client needs.

Abuses of standardized assessment instruments are more likely to occur when knowledge and experience with such tests and inventories are limited. Below are listed a sample of key terms with which certified guidance personnel should have some familiarity through prior education. If you cannot recall what these terms mean and what implications they have for career planning and decision-making, it is recommended that you check the references listed at the end of this section or become involved in an inservice education program on the use of career appraisal instruments.

1. Expectancy tables
2. Standard error of measurement
3. Predictive validity
4. Criterion-referenced

5. Norm-referenced
6. Percentile bands
7. Ipsative
8. Derived scores
9. Multiple regression
10. Culture fair

One of the most useful guides in the selection of standardized tests and inventories is the American Psychological Association, "Standards for Educational and Psychological Tests" (1974). State and federal legislation, such as Chapter 622 and Title IX, must also be consulted for any additional specific requirements to insure fairness for all populations.

The American Personnel and Guidance Association recently released a policy statement on the selection, administration and interpretation of standardized tests and inventories. Following two years of study a national committe released the statement entitled Responsibilities of Users of Standardized Tests[1] which recommends standards for the use of career assessment instruments. Everyone in the career guidance field should become familiar with this document before such devices are used. Consequently, the major body of this document is reprinted here for study and understanding.

DECISION RULES

In schools and human service agencies, decisions about client needs may be made on the basis of direct observation or historical information alone. Further refinement of direct observation and historical data can often be obtained by employing standardized tests.

Deciding whether to test creates the possibility of three classes of errors:

- First, a decision not to test can result in misjudgements that stem solely from inadequate data.
- Second, tests may be used well, producing data that could improve accuracy in decisions affecting the client but that are not utilized.
- Third, tests may be misused through inappropriate selection, improper administration, inaccurate scoring, incompetent interpretation or indiscriminate, inadequate, or inaccurate communication.

To reduce the chance for errors, the responsible practitioner will always determine in advance why a given test should be used. This provides protection and benefits for both the client and the school or agency. Having a clearly developed rationale increases the probable benefits of testing by indicating how a particular set of information, when used by an individual or set of individuals, will contribute to a sounder decision without prejudice to either the client or the school or agency.

---

[1] American Personnel and Guidance Association *Guideposts*, Oct. 5, 1978. (Excerpts)

The guidelines that follow are intended to provide decision rules to help schools, agencies and practitioners avoid a charge of irresponsible practice.

Defining Purposes for Testing:

1. Decide whether you will be testing to evaluate individuals, groups or both.
2. Identify your interests in the particular target population in terms of the agency's purposes and capabilities.
3. Determine limits to diagnosis, prediction or selection created by age, racial, sexual, ethnic or cultural characteristics of those to be tested.
4. Develop specific objectives and limits for the use of test data in relation to each of the component service areas of placement/selection, prediction (expectancies), description/diagnosis and growth studies (assessing change over time).

Determining Information Needs:

1. Assess the consequences for the clients of both testing or not testing.
2. Determine what decisions can be made with existing information to avoid unnecessary data-gathering efforts.
3. Limit data gathering to those functions or aptitude, achievement, interests/attitudes/values and perceptual-motor skills that are directly relevant in making decisions about delivery of services to a particular individual or group.
4. Identify whether the test being considered can provide acceptable levels of precision (reliability) for the decision being made.
5. Identify whether the data obtained can be cross-validated against other available data as part of the decision-making process.
6. Determine the amount and form of data to be shared on the basis of maximum relevance to the agency's purposes and capabilities.

Identifying Users of Test Information:

1. Data should be prepared so that they can be comprehended by the persons using the data for decision-making.
2. Limit access to users specifically authorized by the law or by the client.

3. Identify obsolescence schedules so that stored personal test data may be systematically reclassified and relocated to historical files or destroyed.

4. Process personal data used for research or program evaluation so as to assure individual anonymity.

QUALIFICATIONS OF TEST USERS

All professional personnel and guidance workers should have formal training in psychological and educational measurement and testing. Nevertheless, it is unreasonable to expect that this training necessarily makes one an expert or even that an expert always has all the knowledge and skill appropriate to any particular situation. Thus, questions of user qualifications should always arise when testing is being considered.

Those who participate in any aspect of testing should be qualified to do so. Lack of proper qualifications leads to misuse, errors and sometimes damage to clients. Each professional is responsible for making judgement on this matter in each situation and cannot leave that responsibility either to clients or to those in authority.

In many instances information or skills that may be lacking can be acquired quite readily by those with a background of professional training and experience. In all instances it is incumbent upon the individual to obtain that training or arrange for proper supervision and assistance when engaged in, or planning to engage in, testing.

The requisite qualifications for test users depend on four factors:

(1) *Roles of test users (e.g., selectors, administrators, scorers and interpreters):*

The general principle is that the test users should engage in only those testing activities for which their training and experience qualify them.

(2) *Settings and conditions of test use:*

Counselors and personnel workers should assess the quality and relevance of their knowledge and skills to the situation before deciding to test or to participate in a testing program.

(3) *Characteristics of tests:*

Tests differ in many ways, and users need to understand the peculiarities of the instruments they are using.

(4) *Purposes of testing:*

The purpose of the testing dictates how the test is used and thus may influence requisite qualifications of users beyond those entailed by their testing roles. Technically proper use for ill-understood purposes may constitute misuse.

TEST SELECTION

Tests should be selected for a specific measurement purpose, use and interpretation. Test selection should be guided by information obtained from a careful analysis of the following major considerations:

- What are the characteristics of the population to be tested?

- What knowledge, skills, abilities, or attitudes are to be assessed?

- What are the purposes for testing?

- How will the test scores be used and interpreted?

When complete answers to these questions have been obtained, selection or development of tests should be directed toward obtaining measures that are congruent with the stated needs for assessment in terms of the purposes, content, use, interpretation and particular characteristics of the individuals who are to be tested.

Selection of tests must also be guided by the criteria of technical quality recommended by the measurement profession and published by the American Psychological Association in "Standards for Educational and Psychological Tests" (1974). Full recognition and analysis of these considerations should become the focus of a process to select appropriate tests. The responsible test selector will:

- Select tests that have been demonstrated, to the satisfaction of professional specialists, as appropriate for the characteristics of the population to be tested.

- Select tests that are within the level of skills of administration and interpretation possessed by the practitioner.

- Determine whether a common test or different tests are required for the accurate measurement of groups with different characteristics.

- Recognize that different tests for cultural, ethnic and racial groups constitute inefficient means for making corrections for differences in prior life experiences, except where different languages are involved.

- Determine whether persons or groups that use different languages should be tested in either or both languages and in some instance by prior testing for bilingualism.

In addition to the above criteria test selection should consider technical characteristics of tests such as those listed below:

1. Select only published or locally developed tests that have documented evidence of the reliability or consistency of the measure.

2. Select tests that have documented evidence of the effectiveness of the measure for the purpose to be served: placement/selection, prediction (expectancy), description/diagnosis, or growth studies (change over time). A test is rarely equally effective for the four common test uses.

3. Consider the procedures used in standardization and norming for relevance to the local population and the desired use and interpretation.

4. Use separate norms for men and women only when empirical evidence indicates this is necessary to minimize bias.

5. Determine the degree of reliability (or validity) demanded of a test on the basis of the nature of the decisions to be based on test scores.

6. A test for final diagnosis or selection requires a higher degree of reliability than an initial screening test.

7. Explicitly list and use the ease and accuracy of the procedures for scoring, summarizing and communicating test performance as criteria for selecting a test.

8. Recognize that the technical characteristics and norms of standardized tests may vary when used with different populations. The selection process should include trial administrations to verify that the test is functioning with the technical characteristics and desired results for the local population and local uses.

Practical constraints of cost, conditions and time for testing must be considered but not used as the primary criteria for test selection.

TEST ADMINISTRATION

Test administration includes all procedures that are used to ensure that the test is presented consistently in the manner specified by the test developers and used in the standardization and that the individuals being tested have orientation and conditions that maximize opportunity for optimum performance.

Standardized tests should provide manuals giving specific directions for administering, scoring and interpreting tests. Tests developed for a specific local purpose, use or population should be administered in a prescribed and consistent manner to obtain optimum performance from the individuals being tested. Effective administration of tests requires that the administrator have knowledge and training with the instruments and the processes of presentation.

Orientation:

1. Inform testing candidates, relevant institutions or agencies and the community about the testing procedure. The orientation should describe the purposes and contents sampled by the test, how it is administered and how the scores will be reported and used.

2. Provide annual training for test administrators by qualified professional specialists if your agency or institution uses tests or sponsors testing programs.

3. Routinely review the test materials and administration conditions well in advance of the time for testing so that full preparation will ensure standardized administration and recognition of any irregularities that may occur.

4. Ensure that the orientation is sufficient to make the test relevant for the individual or group being tested before beginning test administration.

5. Ensure that all persons being tested have the specified practice with sample problems or test taking skills prior to their performance on the test.

6. Demonstrate the techniques and requirements for marking machine-scorable answer sheets. Check all individuals taking a test for competency in the techniques of recording their answers prior to the specific period of testing.

Giving Directions:

1. Administer standardized tests with the verbatim instructions, exact sequence and timing and the identical materials that were used in the test standardization.

2. Present all tests (whether standardized, published or locally constructed) in an identical manner to ensure that the test is a fair and comparable demonstration of the performance of each individual taking the test.

   Recognize that taking a test may be a new and frightening experience or stimulate anxiety or frustration for some individuals. Communicate to the examiners that they should attempt each task with positive application of their skills and knowledge and the anticipation that they will do their best.

Testing Conditions:

1. Devote concentrated attention to observing the condition and reactions of the individuals being tested. Observe those being tested and identify environmental, health or emotional conditions that should be recorded and considered as invalidating elements for the test performance.

2. Possess and demonstrate clear verbal articulation, calmness, and positive anticipation, empathy for and social identification with the examinees, and, impartial treatment for all being tested.

3. Determine whether the testing environment (seating, work surfaces, lighting, heating, freedom from distractions, etc.) is conducive to the best possible performance of the test-takers.

4. Administer tests in physical facilities and psychological climates that allow each individual being tested to achieve optimum performance.

5. Record any deviation from standardized test administration procedure (such as used to accomodate handicapping conditions) and make it a permanent attachment to the test score or record.

6. Develop and complete for each test a systematic and objective procedure for observing and recording the behavior of those being tested (and recording conventional or deviant conditions of testing). Attach this record to the test scores of the persons tested.

7. Provide a written record of any circumstances that may have increased or reduced the opportunity of an individual being tested to demonstrate his or her best performance.

8. Accept responsibility for seeing that invalid or questionable test scores are not recorded, or not recorded without written qualification of the conditions that may have affected optimum test performance.

9. Arrange assistance from trained personnel in providing uniform conditions and in observing the conduct of the examinees when large groups of individuals must be tested.

TEST SCORING

The measurement of human performance depends on accurate and consistent application of defined procedures for crediting the responses made by persons being tested. The procedures for scoring and recording test performance must be continuously audited for consistency and accuracy.

1. Routinely rescore a sample of the test answer sheets to verify the accuracy of the initial scoring.

2. Employ systematic procedures to verify the accuracy and consistency of machine scoring of answer sheets.

3. Obtain a separate and independent verification that appropriate scoring rules and normative conversions are used for each person tested.

4. Verify as accurate the computation of raw scores and the conversion of raw scores to normative or descriptive scales prior to release of such information to the tested person or to users of the test results.

5. Routinely check machine or manual reports of test results for accuracy. The person performing this task must be qualified to recognize inappropriate or impossible scores.

6. Develop and use systematic and objective procedures for observing and recording the conditions and behaviors of persons being tested and make this a part of the scores or test results that are reported.

7. Clearly label the scores that are reported and the date that a particular test was administered.

TEST INTERPRETATION

Test interpretation encompasses all the ways we assign value to the scores. A test can be described as a systematic set or series of standard observations of performances that all fall in some particular domain. Typically each observation yields a rating of the performance (such as right or wrong and pass or fail), then these ratings are counted and this count becomes the basis of the scores. Such scores are usually much more stable than the result of any single performance. This score reliability creates the possibility of validity greater than can be obtained from unsystematic or nonaggregated observations.

The proper interpretation of test scores starts with understanding these fundamental characteristics of tests. Given this, the interpretation of scores from a test entails knowledge about administration and scoring procedures; scores, norms, and related technical features; reliability; and validity. Adequate test interpretation requires knowledge and skill in each of these areas. Some of this information can be mastered only by studying the manual and other materials of the test; no one should undertake the interpretation of scores on any test without such study.

The result of scoring a test is usually a number (or a set of numbers) called a raw score. Raw scores taken by themselves are not usually interpretable. Some additional steps must be taken. The procedures either translate the numbers directly into descriptions of their meaning (e.g., pass or fail) or into other numbers called derived scores (e.g., standard scores) whose meaning stems from the test norms. To interpret test scores, these procedures and the resulting descriptions or derived scores need to be thoroughly understood. Anything less than full understanding is likely to produce at least some, and probably many, serious errors in interpretation. The following are imperatives for interpreting tests:

1. Examine the test manuals, handbooks, users' guides and technical reports to determine what descriptions or derived scores are produced and what unique characteristics each may have.

2. Recognize that direct score interpretations such as mastery and nonmastery in criterion-referenced tests depend on arbitrary rules or standards. It is sometimes helpful to report the number or percent of items right in addition to the indicated interpretation whenever it will help others understand the quality of the examinee's test performance. Moreover, recognize that the difficulty of a fixed standard, such as 80 percent right, will vary widely from objective to objective. Such scores are not comparable in the normative sense. Finally, recognize that when each score is classified as pass fail, mastery-nonmastery or the like, that each element is being given equal weight.

3. Use the derived scores that fit the needs of the current use of the test. This may mean using percentile ranks for direct comparison of individuals to the norm or reference group or using standard scores or equal unit scaled scores whenever means and variances are calculated or other arithmetic operations are being used.

4. Recognize that only those derived scores that are based on the same norm group can be compared.

5. Consider the effect of any differences between the tests in what they measure when one test or form is equated with another, as well as the errors stemming from the equating itself.

   Give greater credence to growth or change shown by the same test (including level and form) than to equated measures except where practice effects or feedback have destroyed the validity of a second use.

6. Evaluate the appropriateness of the norm groups available as bases for interpreting the scores of clients. Remember to use the norms for the group to which the client belongs and consider using local norms and derived scores based on these local norms whenever possible.

7. Acquire knowledge of specific psychological or educational concepts and theories before interpreting the scores of tests based on such knowledge.

COMMUNICATING TEST RESULTS

Communication consists of reporting data in such a way that it is comprehensible and informative. The responsible practitioner reports test data with a concern for the user's need for information and the purposes of evaluating the significance of the information.

There must also be a concern for the right of the individual tested to be informed regarding how the results will be used for his or her benefit (informed consent), who will have access to the results (right to privacy), and what safeguards exist to prevent misuse.

Where standardized test data are being used to enhance decisions about an individual, the practitioner's responsibilities are as follows:

Know the manual:

1. Become thoroughly familiar with the publisher's manual before attempting to "explain" any results.

2. Develop skills needed to communicate results of tests, using concepts that are frequently misunderstood before communicating results to clients, the public, or other recipients of the information.

Know the limits:

1. Inform the person receiving the test information that "scores" are approximations, not absolutes, and indicate the margin of error in some other way, such as by reporting score intervals rather than points.

2. Candidly discuss with the person receiving the test information any qualifications necessary to understand potential sources of bias for a given set of test results relative to their use with a specific individual.

3. Emphasize that test data represent just one source of information and should rarely, if ever, be used alone for decision-making.

Informed consent:

1. Inform the person receiving the test information of any circumstances that could have affected the validity or reliability of the results.

2. Inform the examinee of what action will be taken by the agency and who will be using the results.

3. Obtain the consent of the examinee before using test results for any purpose other than that advanced prior to testing.

Right to privacy:

Inform the examinee of steps to be taken to correct any erroneous information that may be on file as a result of testing.

Where standardized test data are being used to describe groups for the purpose of evaluation, the practitioner's responsibilities are as follows:

Background information:

1. Include background information to improve the accuracy of understanding about any numerical data.

2. Identify the purposes for which the reported data would be appropriate.

Politics:

Be aware that public release of test information provides data for all kinds of purposes and that some of these may be adverse to the interests of those tested.

Averages and Norms:

1. Clarify in particular that "average" on a standardized test is a range, not a point, and typically includes the middle 50 percent of the group being considered.

2. Qualify all group data in terms of the appropriateness of the norms for that group.

Agency policies:

1. Work for agency test-reporting policies designed to strengthen and protect the benefits of the groups being measured.

2. Work within the agency to establish procedures for periodic review of internal test use.

CONCLUSION

Standardized appraisal instruments and inventories[2] used in career planning and decision-making provide ways of estimating and sampling specific behaviors. This information can be of value in helping the student and his or her parents to plan and prepare for a career which enhances that student's full development as a productive person and citizen. Standardized career assessment devices were not meant to be used alone or as finite measures, but when used in combination with other information and interpreted properly, they can bring to career guidance service a clearer sense of focus and a more comprehensive sampling than is customarily possible through interviews and natural observations.

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[2] The reader may wish to consult a list of standardized tests and inventories useful in career planning and decision-making. One such descriptive list is *Selected Tests for Assessing Career Development* (1977) produced by the Indiana Career Resource Center, 1201-09 South Greenlawn Avenue, South Bend, Indiana 46615.

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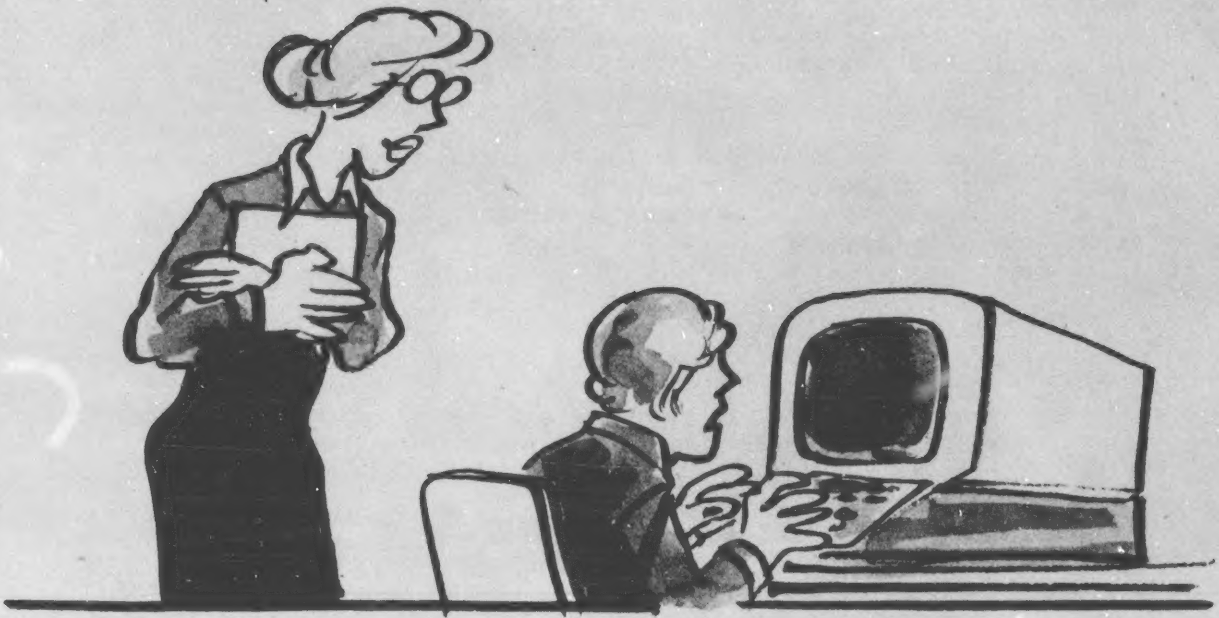
COMPUTER USES IN CAREER COUNSELING



INTRODUCTION

A primary role of career guidance is to provide students with current and appropriate career information so that they are better able to determine their career options. This can include printed information such as books and pamphlets, media devices such as view decks and films, and people resources such as business, parents and community representatives.

Over the last several years, use of computer-assisted information systems has gained a great deal of popularity in Massachusetts' schools, libraries, social agencies and employment programs as a career guidance tool. It is estimated that over 125 school systems throughout the Commonwealth now make use of computer technology in assisting students with gathering data for career exploration, planning and decision-making.

The steady increase in the number of agencies using such equipment cannot be explained away as a passing fad or gimmick. Nor can it be said that these programs are merely riding the popularity of the emerging trend of career education. Computer assisted career information systems have been in existence long before Marland coined the term "career education" and have established for themselves solid records of performance and worth. Indeed, David Tiedeman developed the first such information dissemination program utilizing the computer access methodology several years ago. Since that time a number of other programs using the same technology have been developed, differing for the most part, in content and manner of presentation.

Despite the computer's usefulness as an information source, counseling practitioners often raised philosophical and programmatic concerns about "mechanical interventions" in the helping relationship. It is the intention of this section to focus on the issues surrounding computerized career information so as to assist those interested in such programs in determining these information systems' worth in relation to their own situation and counseling philosophy.

Several articles identified in the references to this section ask the question, "Can computers really counsel?" Unfortunately, the question itself suggests or even presupposes a quite limited definition of the counseling process. Perhaps the question should be restated as "Can computer technology assist the *career counseling process?*" By doing this we:

(1) Acknowledge that a computer program, no matter how interactive, cannot in and of itself counsel.

(2) Recognize that, at this time, the computer can possibly assist the counselor and client in dealing with career concerns.

In this sense, the computer can be clearly seen as a means for retrieving accurate and updated career information which can then be used as part of the career counseling process. Essentially, outside of computer based systems, there is no other tool which has the ability to store, sort, retrieve, and compare information for individual use. Nevertheless, once the information is received, the question still remains as to what to do with it and how to use it. Like information gathered from other sources, that which is obtained through the computer must then be processed. Hence, its value is not derived from the fact that it comes from a computer, quickly, easily and accurately, but rather is determined by how well the counselor/client use it as a basis for dialogue.

ANSWERING BASIC QUESTIONS

Understanding that the computer is primarily an information retrieval system, several questions can be raised.*

WHY A SYSTEM?

There are many weak points in the delivery of career and educational information to individuals planning their careers, but perhaps the most severe weakness is the almost total lack of efficient, functional, attractive systems by which many users can assess comprehensible information in forms, places and times that are appropriate for them. It is an often overlooked fact that information is of no effect unless it reaches decison-makers, yet individuals such as students have had limited options for obtaining career and educational information. They can try to see a counselor, if they are fortunate enough to have such services available; they can write to a professional or trade association for promotional literature; they can try to choose a current and factual source from an ill-stocked library; or they can forget the whole information-gathering exercise as more trouble than it is worth and simply "ask around." The latter option may in fact be the rational choice; in any case, it is the predominant pattern, as many studies testify.

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*Portions of the following section were adapted from John Clyde, Ed., "Keeping it Going," (Eugene, Oregon: Oregon Information System, 1976).

The necessary features of an information delivery system for career planning are:

(1) Information must be accessible to persons of varying ability and experience.

(2) There must be a means for integrating occupational and educational information with clients' interests, values and aptitudes.

(3) Information must be displayed/delivered in an attractive manner.

(4) Information must be accurate and current and must be kept up to date.

(5) Local as well as national data must be available.

(6) Information concerning a wide variety of occupational groups must be provided.

(7) Specific information must be included, such as:

  (a) job duties
  (b) work environment
  (c) hiring and training requirements
  (d) terms of employement
  (e) hours
  (f) current labor market condition
  (g) long-range outlook
  (h) education programs
  (i) school and college environments

(8) The system must function efficiently.

WILL IT REPLACE COUNSELORS?

A computer guidance system delivers information: it does not counsel students and clients. It is not programmed to react to the user with a number of counselor-type responses simulating a counseling interview. Rather, it is programmed so the user can get occupational and educational information in the amounts he or she desires.

An important part of the counselors' responsibility is to help with the integration of the system. As an informational device, the system must become a part of the institution's planned program for assisting students and clients in their career decision-making. Career counseling goals should be articulated by school and agency staff; the computer is part of the activities that will be provided to accomplish these goals.

Career counselors must provide the initiative to bring a greater awareness of career opportunities into the classroom. Teachers generally need encouragement to think creatively about methods for career information in their subject matter. In more than one school the system has been an important tool that "turns teachers on."

The system may threaten those counselors who for years have seen their jobs as information givers. But since good counseling involves more than being a resource librarian, chances of being replaced by such machinery are nil. Even to view this tool as a "time saver" is somewhat of a misconception. What they have been designed to do is to lessen the time professionals spend in procuring information while increasing the time needed to process that same information with the client.

DO THEY HELP THE GUIDANCE PROCESS?

There is evidence that the information system:

(1) Motivates students and clients to think about their own preferences and relate those preferences to the world of work;

(2) Increases the user's knowledge of occupations and information about certain occupations;

(3) Provides students with information that they want to keep for future reference;

(4) Saves counselors time from researching the information themselves;

(5) Increases the amount of time counselors spend as counselors;

(6) Increases the possibility of the counselor using more reliable occupational information in his or her counseling interview; and

(7) Introduces more order into the career decision-making and counseling process.

In addition to concerns over how computer based systems affect a career guidance program, there are some very pragmatic concerns which must be addressed. Perhaps foremost in all minds is cost.

WHAT ARE THE COSTS?

There is no universal pricing format which is applicable to all schools. Prices vary from community to community due to the desire of a particular town to use more "sophisticated" equipment and/or how far a given town may be from the computer or multiplexer relay containing the data bank.

Essentially there are three componets involved in the delivery of computer information system to your school. They are:

(1) System Rental:

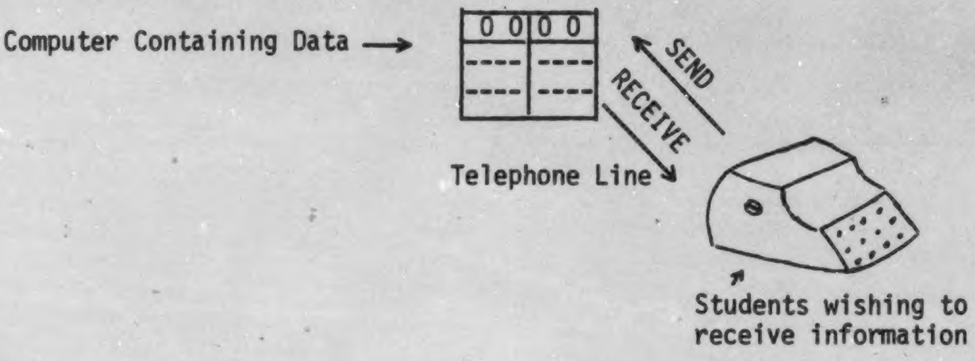
A fee is charged for information service from such vendors as the Massachusetts Occupational Information System (MOIS), Guidance Information System (GIS), and the Computerized Vocational Information System (CVIS).

(2) Terminal Rental:

A data terminal is needed to retrieve the information needed. Major suppliers in Massachusetts are Data Access Systems, Computrend, Inc., and Selectrum.

(3) Telephone Company:

In order for the terminal to retrieve information it must be in communication with the computer storing the information. Telephone lines are needed for this. Graphically this situation is as follows:



In researching the exact cost of a computer information system, several questions should be addressed:

Questions to ask those selling you the information include:

(1) How is cost determined? By the number of times used or by the amount of hours used?

(2) If there is a monthly rental fee, is this unlimited or must the computer be used during a specific time or by no more than a determined number of users?

(3) Are installation, training and manuals included in the quoted price?

(4) Can the system run at least 30 characters per second? Does it cost more to do so?

Questions to ask those supplying the terminal include:

(1) What does the monthly cost include? Is a coupler included? Paper? Ribbon? Modem?

(2) Is the printer (terminal) quiet?

(3) What is the printer speed? Most services can provide information at 30 characters per second versus 10. The higher speed is recommended.

(4) Is there an installation fee?

(5) How quickly can machinery be repaired if it is out of order?

(6) Is there a service charge?

Questions involving the telephone company:

This price should be worked on by you and those providing the computer information. First, determine where the location of the computer or multiplexer, which stores the information, will be. Call the telephone company data sales and ask which of the following systems would be more economical:

(1) Hard Wire (leased line between sites)

(2) Foreign Exchange Line (Dial-Up)

(3) Regular Dial-Up Phone

If the school is within "local dial distance" be sure that you are not assessed message unit charges for phone calls. If you are, this can be costly over time. Also, since it is quite feasible that the computer will be used continuously you may not wish to use an existing phone. In this case add a new phone to your costs.

The cost for determining computer use can be calculated as follows:

Monthly, hourly, etc. charge x no. of months, hours = ________

Terminal with coupler or modem per month = ________

x # of months = ________

Phone cost per month x # of months = ________

Paper, Ribbon, Installation charge = ________

GRAND TOTAL ____________________

When evaluating the different systems available, the ease with which students can utilize the system should be taken into consideration. This factor would obviously affect cost and strategies for implementation.

For the most effective use of computer based systems at your school it is essential that some planned strategies for introduction and implementation be made. While it is fairly safe to assume that the mere presence of a computer assisted information system will generate interest and use by students there is nothing inherent in these programs which insures that the information being retrieved is, in fact, appropriate for the individual seeking it.

What now becomes an issue it how best to integrate the program into your style of delivery guidance series.

INTEGRATING THE SYSTEM INTO THE SCHOOL SETTING

INTRODUCING THE SYSTEM

The best way to introduce and promote the computer information system is a conspicuous location in the school or agency. Experience shows that spectators become users.

Many approaches have been tried in introducing the system. The school's newspaper is often a key link to good communication to a wide variety of potential users. In schools, demonstrations to groups of students have provided motivation for them to use the system. Notices on bulletin boards and announcements over public address systems have also been effective. Posters supplied by providers of the information often help with internal promotion.

Teachers are often introduced to the system at departmental meetings or at open houses sponsored by the guidance office. It is important to acquaint the faculty with the information system as they often assist students with career concerns and may also include career information as part of their curriculum. In either case the system can be a helpful tool. Also, if they feel comfortable with the system they become active supporters and promote its use.

Parents, local business leaders and graduates may also profit from the service offered by a computer information system. Making the system available in the evening and promoting its use through local news media may help community members with mid-life career changes while also providing for much needed public relations.

LOCATION OF

The placement of the computer terminal has proven to be one of the important factors affecting system use. Although the most appropriate location of the system must be determined by the school's or agency's staff, the following considerations should prove helpful:

(1) Students and clients should have easy access to the terminal. The most successfully used systems have been out where students can watch others assessing themselves, hear the noise from the computer terminals, and generally observe that the experience is both enjoyable and informative.

(2) The location should be convenient for staff assistance. A user may need some assistance to get started using the system and when he/she is finished. Several schools have trained students as aides to assist users, thus freeing staff for counseling and other professional activities. The vast majority of schools using such programs do not have the luxury of paraprofessional help. Through overlap scheduling of students on the terminal and by the simple placement of directions nearby, most schools do quite well. In most instances, the terminal is overseen by a secretary, librarian, etc. Representatives from the information service company will train anyone who is seen as essential to the successful operation of the program at your school. Who exactly is to be trained is usually determined by the person primarily responsible for contracting the service.

It is recommended that at least the following individuals know the operation thoroughly:

(a) All school counselors

(b) The work study coordinator

(c) Guidance secretaries

(d) Librarians and assistants

(e) Peer counselors

(f) Student interns

Also, if possible:

(a) Paraprofessional resource personnel

(b) Appropriate night school personnel

(c) Appropriate school administrator

INTEGRATION INTO GUIDANCE SERVICE

Information received from the computer can, as was previously mentioned, be a useful guidance tool. Nevertheless, in many cases counselors never know that their counselee has used the terminal and perhaps has begun formulating future plans. In order to insure the maximum benefit to both students and counselors for career guidance purposes, the following is suggested:

(1) A usage scheduling be adopted;

(2) An information request form be filled out prior to sitting at the terminal and be deposited there when finished. This document should include the student's name, homeroom and date. Also on the form should be an outline of the information sought along with the name of the student's counselor.

(3) Before students use computer review terminal usage and urge them to explore a wider variety of occupations, not just those with which they are most familiar.

(4) When meeting with the student concerning review of personal goals, aspirations, coursework, etc. the counselor should refer to the data that the student got from the computer.

Other suggestions for using the computer information system include:

(1) Career education classes

(2) Career/College night

(3) Use as follow-up to taking career interest inventory

(4) Consciousness raising about job stereotyping

(5) Helping families make decision concerning vocational vs. academic training

Remember that uncontrolled access to the computer information files may be unproductive since the data received stands a good chance of never being reviewed with professional and personal input.

CAN COMPUTER SYSTEMS BE USED BY POPULATIONS OTHER THAN HIGH SCHOOLS?

Computer-assisted information systems can certainly be used by numerous populations. At the present time, several post-secondary institutions, public libraries and CETA agencies make use of these systems for adult populations. The MOIS, originally funded by the U.S. Department of Labor, offers a broad job description file. GIS offers extended college information. You should consult with one of the vendors of computer guidance systems listed at the end of this section as to their varied uses.

EVALUATING THE SYSTEMS AVAILABLE

In general one would evaluate career information received from a computer in the same way one treats other occupational information (see Chapter III, Career Resource Centers) with a few additions. The following are some criteria for evaluating computer information systems:

Ease of use. Can a student run the program with a minimum of help? Can directions for use be posted and eaily understood? A rule of thumb by which to judge how easily students use the computer is how many times one has to refer to the user guide in order to get the information desired. Usually the fewer times one has to refer to the manual the easier it is to use.

Readability. Is information presented in a non-technical manner? That is, does it flow in regular prose or is its format more staccato? Usually if the data is presented in a form a student is familiar with, it is easier for that student to follow.

Time needed to complete the program. Most systems allow the student to search out specific segments of information they desire (e.g., occupational description, school information, financial aid data). Usually a 15-20 minute period is sufficient unless an extended search is desired.

Finally, it is valuable to personally view your new school's system with students as well as to visit other schools which have computer career systems in order to gain first hand knowledge on how students and staff feel about the system.

SUMMARY

Computer assisted guidance systems represent a new thrust for career guidance. These systems have existed for over a decade and evidence to date indicates positive acceptance by counselors and other educational personnel. The major advantage of the computer is that it can store and retrieve accurate and up-dated career information quickly and easily. In addition, it can:

- save time
- motivate students
- increase student knowledge
- provide information for future reference
- improve information reliability and
- increase quality and quantity of interaction with students

Computer guidance systems do not counsel students. Rather they offer the opportunity for improved student-counselor interaction. Moreover, they can provide a concrete way to involve teachers, parents and community groups in the school's career guidance program.

RESOURCES

A. *Vendors of Computer Guidance Systems Currently Serving Massachusetts*

(1) Massachusetts Occupational Information System
60 William Street
Wellesley Hills, Massachusetts 02181
(617) 237-2942

Each region has a representative whom you may contact through the central office.

(2) Guidance Information System
630 Oakwood Avenue
West Hartford, Connecticut 06110
(203) 522-1036

(3) Computerized Vocational Information System
Western Maryland College
Westminister, Maryland 01157
(301) 848-1113

B. *Suppliers of Terminals*

(1) Data Access Systems, Inc.
220 New Boston Park
Woburn, Massachusetts 01801

(2) Computrend, Inc.
20 A Street
Burlington, Massachusetts 01803

(3) Selectrum
Wakefield, Massachusetts 01880

OCCUPATIONAL INFORMATION DELIVERY SYSTEMS: SELECTED REFERENCES

Listed below are several occupational information delivery systems known to the National Occupational Information Service (NOIS), U. S. Department of Labor, which may be worth investigating as possible vehicles for use in an NOIS program. For most of these systems, bibliographic references are provided which were furnished by system representatives. Also included are the names, addresses and telephone numbers of those persons who have indicated their willingness to provide information about their particular system.

Please note that this listing of delivery systems does not imply their endorsement by the NOIS nor should it preclude the consideration of other systems if known by the reader.

1. *Appalachia Educational Laboratory Career Information System* (CIS)

- AEL Career Information System
  Appalachia Educational Laboratory
  Charleston, West Virginia, Undated

For additional information, contact:

- Career Decision-Making Program
  Appalachia Educational Laboratory, Inc.
  P. O. Box 1348
  Charleston, West Virginia 25325
  (304) 344-8371

2. *Computerized Vocational Information System* (CVIS)

- Harris, JoAnn, (Ed.). *Tested Practices: Computer-Assisted Guidance Systems.* Washington: APGA, 1972.

- Super, Donald, et.al. *Computer-Assisted Counseling.* New York: Teachers College Press, 1970.

For additional information, contact:

- Project CVIS
  Willowbrook High School
  1250 South Ardmore Street
  Villa Park, Illinois 60181
  (312) 834-9400, Extension 390

CVIS demonstrations conducted every second Wednesday of the month by appointment.

3. *Educational and Career Exploration System* (ECES)

- Barnard, C. N. "Counseling by Computer." *Educational Digest*, 1972, 38, 19-22.

- Friel, T. W. and Minor, F. J. "An Experimental Educational and Career Exploration System." *Personnel and Guidance Journal*, 1972, 49, 193-194.

- Minor, F. J., Myers, R. A. and Super, D. E. "An Experimental Computer-Based Educational and Occupational Orientation System for Counseling." *Personnel and Guidance Journal*, 1969, 47, 564-569.

- Myers, R. A., Thompson, A. S., Lindeman, R. H., Super, D. E., Patrick, T. A., and Friel, T. W. *Educational and Career Exploration System: Report of a Two-Year Field Trial.* New York: Teachers College, Columbia University, 1972. Available from the Genessee Intermediate School District, Flint, Michigan.

For additional information, contact:

- Genessee Intermediate School District
  2413 West Maple Avenue
  Flint, Michigan 48507
  (313) 767-4310

4. *Guidance Information System* (GIS)

- Harris, JoAnn. "The Computer: Guidance Tool of the Future." *Journal of Counseling Psychology*, 1974, 21(4), 331-339.

For additional information, contact:

- Education Division
  Time Share Corporation
  630 Oakwood Avenue
  West Hartford, Connecticut 06110
  (203) 522-0136

5. *Occupational Information Access System* (OIAS)

- McKinlay, Bruce, and Ross, Larry L. *Evaluation of Occupational Information Access System Use in Six Pilot Agencies.* 1970, 51 pp. Summary available.

- McKinlay, Bruce. "Occupational Information Access System: A Model System of Labor Market Information for Use in Counseling." *Journal of Educational Data Processing*, 1970, 9 pp.

  A brief description of the delivery system and results of early pilot testing.

- Ross, Larry Lynn. *The Effectiveness of Two Systems for Delivering Occupational Information: A Comparative Analysis*, 1971, 110 pp. Abstract available.

6. *Oregon Career Information System* (CIS)

- *Oregon Career Information System: An Evaluation of Phases I and II of a Three-Phase Development Project*, March 1973. 215 pp.

- Kroll, Arthur M. "Computer-Based Systems for Career Guidance and Information: A Status Report," Director, Guidance Programs, Educational Testing Service, *Focus on Guidance*, Vol. 5, No. 10 (June 1973).

- Clyde, John, (Ed.) "Keeping It Going." Eugene, Oregon: Oregon Information System, 1976.

  For publications and additional information, contact:

- Career Information System
  247 Hendricks Hall
  University of Oregon
  Eugene, Oregon 97403
  (503) 686-3872

7. *System of Interactive Guidance and Information* (SIGI)

- Katz, Martin, et.al. "SIGI--A Computer-Based Aid to Career Decision-Making." *EDUCOM Bulletin*, Summer, 1972.

  For additional information, contact:

- Career Development and Vocational Programs
  Educational Testing Service
  Princeton, New Jersey 08540
  (609) 921 - 9000, Extension 3517

8. *Vital Information for Education and Work (VIEW)*

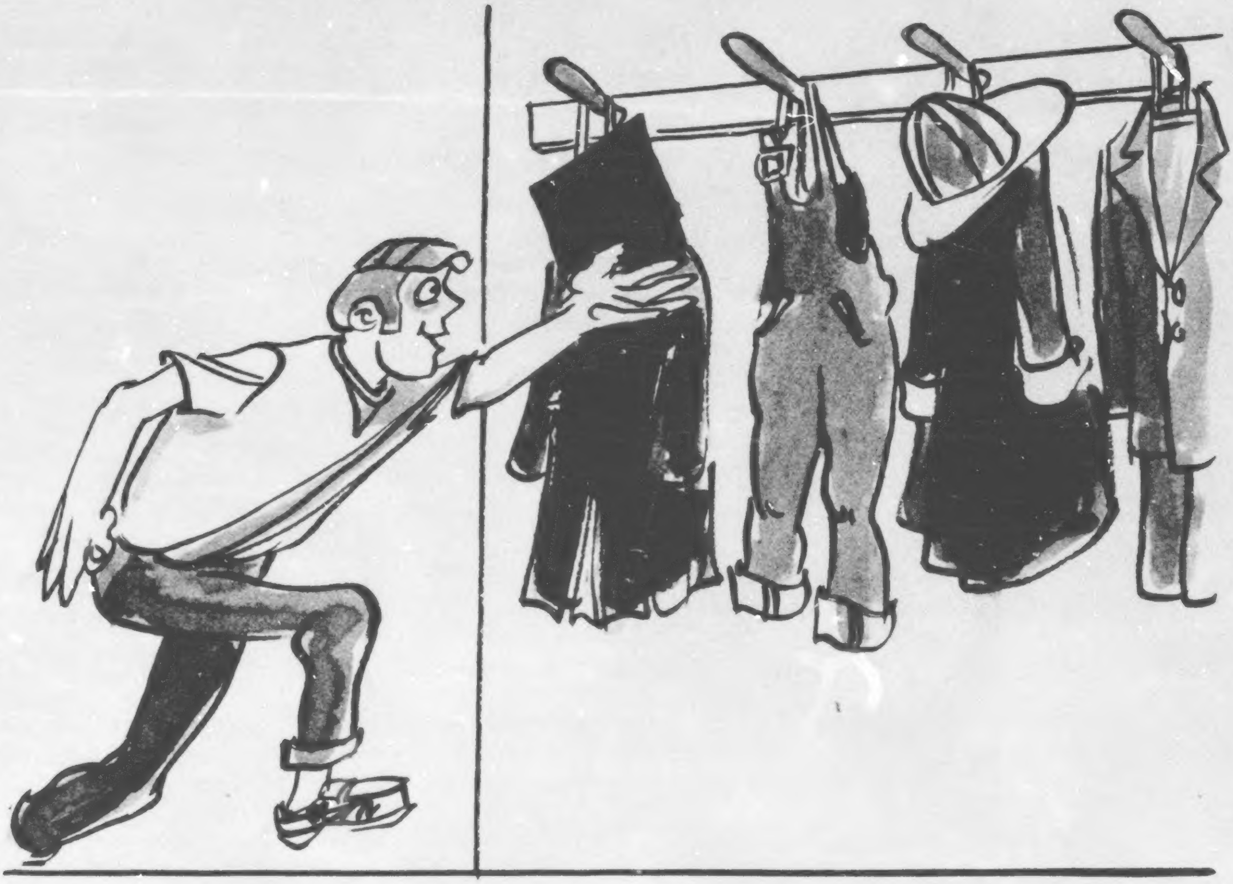
No references supplied.

For information, contact:

- National Consortium for Career Information Services
  Indiana University
  715 East Seventh Street
  Bloomington, Indiana 47401
  (812) 337-9328

MASSACHUSETTS CAREER GUIDANCE HANDBOOK

CHAPTER VI
WORK EXPLORATION AND PLACEMENT



INTRODUCTION

Many people today are examining ways in which young people are brought into adulthood, including the ways in which they are prepared for careers. One publication which has had considerable impact on this discussion has been Youth: Transition to Adulthood--Report of the Panel on Youth of the President's Science Advisory Committee. In the Chairman's Foreword, James Coleman wrote:

> But schooling, as we know it, is not a complete environment giving all the necessary opportunities for becoming adult... It appears reasonable now, however, to look a little more carefully at the task of becoming adult, to ask not the quantitative question, 'How much more schooling?' but the qualitative one, 'What are the appropriate environments in which youth can best grow into adults?' It appears reasonable now, not merely to design new high schools and colleges, but to design environments that allow youth to be more than students.[1]

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[1] *Youth: Transition to Adulthood*. Washington, D.C.: Office of Science and Technology, 1973, p. xiii.

To design environments for youth career and adult maturation, new initiatives must be taken. Greater attention must be given to prospectives on manpower needs and occupational outlooks so that students have as accurate as possible perceptions of the job market. Increased work, internship or service experience should be made an integral part of a youth's education. Established avenues for training, such as apprenticeships, need to be given to students and staff if this training is to be accessed. Finally, students must be given job placement skills and services available to them if they are going to land their preferred job. This chapter focuses on these topics.

ORGANIZATION OF THIS CHAPTER

Career guidance is a developmental process through which students discover themselves and the world of work, make decisions and develop courses of action. This chapter on work experience and placement provides information to help students test out and acquire actual job experiences and to prepare for work or post-secondary education placement. It is divided into the following sections:

- Labor Market Overview
- Work Experience
- Opportunities in Apprenticeship
- Job Placement
- Post-secondary School Placement and Financial Aid

The first section on labor market projections discusses occupational forecasts for Massachusetts between the years 1974-1985. Specific jobs are highlighted as to their growth or decline.

The work experience section is an extensive overview of types of work experiences, student recruitment, site selection and supervision. Numerous forms for managing the work experience process are included.

Opportunities in apprenticeship are discussed in the third section. This area is often unfamiliar to guidance persons but offers many tangible benefits to young people. Apprenticeship is discussed historically, its benefits outlined and the steps required in reaching an apprentice position are discussed.

The fourth section addresses some of the practical problems of placement which is recently coming to be accepted as a school concern. Discussed are job placement, staffing to maximize effectiveness in delivering placement counseling, referral and follow-up.

In the final section, educational placement is covered--a familiar and traditional activity for most counselors. An organized placement program is overviewed so that students are prepared as well as possible for seeking out and entering college.

LABOR MARKET OVERVIEW

MARKET INDEX

INTRODUCTION

One of the realities of our present educational system is that many young people are unquestionably being educated and trained for employment prospects that subsequently turn out to be illusions, while other occupational openings find no prepared candidates. Certainly few would disagree with the fact that both counselors and students could use more and valid occupational information.

Within our present system of labor market research there are several limitations. First, projections are always subject to unpredictable shifts in attitudes and technological breakthroughs. Second, most of the available information represents national norms, while the greatest need is for local or regional data. Third, even with the development of better projections, there is the problem of communicating these to the student who is trying to make up his or her mind.

Although this information will change over time, though certain trends seem consistent, such as the move towards a service-oriented economy rather than a manufacturing one. This section, with its information and resources, is intended to provide the basis for bringing school guidance counseling more in synchronization with employment needs. One cautionary note: remember that employment figures can change drastically as a result of social and economic factors. The references at the end of this section should be utilized for obtaining the most current data.

INDUSTRY EMPLOYMENT PROJECTIONS

According to projections made by the Bureau of Labor statistics and the Massachusetts Division of Employment Security, employment in Massachusetts between 1974 and 1985 is expected to increase by 7.8 percent (see Figure VI.1). This represents an increase of over 189,000 new jobs over this eleven-year span, or more than 17,000 new jobs each year.

Almost all of this employment increase (over 175,000 of the 189,000 new jobs) can be attributed to growth in three sectors: services, wholesale and retail trade, and government. Service employment (e.g., health care, advertising, repair and maintenance) will account for the largest number of new jobs (78,971), and for the most rapid rate of growth (17.1 percent). Trade (department stores and retail stores) and government (federal, state and local) employment will also grow at a rapid rate of 11.4 and 11.5 percent respectively), but a larger number of total openings is expected in trade (58,062) than in government (38,622). A moderate amount of employment growth is also expected in contract construction (17.3 percent; 16,431 new jobs) and finance, insurance, and real estate (11.8 percent; 15,624 new jobs). Only a slight increase in employment is expected in transportation, communication, and public utilities (3.3 percent; 3,881 new jobs).

Over the next eleven years, a sizable decrease in employment is expected in non-durable manufacturing (food, paper and other consumables), an 11.4 percent decrease; nearly 29,000 fewer jobs. Despite a small amount of growth in durable manufacturing (computer hardware, airplane parts and other heavy duty manufactured items), 3.7 percent; 13,476 new jobs, total manufacturing employment will fall by 2.5 percent--a decrease of over 15,000 jobs.

In every sector, employment growth in Massachusetts will lag considerably behind national employment growth, which is expected to increase by almost three times the Massachusetts rate. The weakest sector in the Massachusetts economy will be non-durable goods industries which will be burdened by structrual decline in areas such as: clothing, shoes, yarn, fabric, pulp and paper, baking, confectionary products and leather. Each of these industries will lose at least 1000 jobs by the mid-1980's, thus contributing to the long-term decline of the non-durable sector. Serious declines in employment are also expected in other industries such as personal services (e.g., barber shops, private household workers, and laundries), agriculture and railroads.

The greatest employment increases are expected in the major growth industries of the previous decade: education, health and medical services. These sectors will account for 40 percent of all expected employment growth in Massachusetts (73,495 new jobs).

Manufacturing employment, while declining overall, is expected to undergo significant growth in four industries: computers, printing, plastics, and health service supplies (see Figure VI.2). Other industries which will experience modest growth are the construction, finance and trade sectors.

Figure VI.1

Projected Employment by Major Sector in Massachusetts Division of Employment Security*

Sector	1974 Employment	Projected 1985 Employment	Employment Change 1974-1985	% Employment Change 1974-1985
Total-All Industries	2,433,841	2,623,706	189,865	7.8
Agriculture, Forestry, Fisheries	12,590	12,383	- 207	- 1.6
Mining	797	749	- 48	- 6.0
Construction	95,053	111,484	16,431	17.3
Manufacturing	622,058	606,561	-15,497	- 2.5
Durable goods	368,136	381,612	13,476	3.7
Nondurable goods	253,922	224,949	-28,973	-11.4
Wholesale and Retail Trade	507,481	565,543	58,062	11.4
Transportation, Communications, Public Utilities	116,698	120,579	3,881	3.3
Finance, Insurance Real Estate	132,223	147,847	15,624	11.8
Services	461,652	540,623	78,971	17.1
Government	334,752	373,374	38,622	11.5
Self-employed	139,622	136,214	- 3,408	- 2.4
Unpaid Family	10,912	8,329	- 2,583	-23.7

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*From *Employment Requirements for Massachusetts by Occupation, by Industry, 1970-1985*, (Boston: Division of Employment Security, 1976) and

1974 and 1985 Employment by Class of Worker, (Boston: Manpower Projections Program, Division of Employment Security, 1976).

OCCUPATIONAL OUTLOOK

The occupational outlook for Massachusetts employment reflects the industrial pattern previously observed. With manufacturing on the decline, blue-collar employment will remain at a virtual standstill, increasing only about 1.5 percent between 1974 and 1985 (see Figure VI.3). As a result of the anticipated decline of non-durable manufacturing, employment of operatives (semi-skilled workers) will decline 4.2 percent. Only the anticipated increase in the demand for crafts workers (7.9 percent) will prevent an overall decrease in blue-collar jobs.

Service and white-collar jobs will account for almost all of the projected employment growth (11 percent between 1974 and 1985). The bulk of the white-collar employment increase will appear in the professional and clerical groups. Managerial and sales positions will also increase at a rate equal to or above that of statewide employment. As a result, the occupational distribution of employment in Massachusetts will shift toward the white-collar and away from the blue-collar sector, reflecting a persistent nationwide trend. In addition, the percentage of service workers in the state's employed labor force will increase slightly, while their share in the national labor force will remain constant.

Absolute employment growth is not the only information relevant to the demand side of the job market. Openings caused by separation (i.e., retirement, death and withdrawals from the labor force) must also be considered (see Figure VI.4). Every opening in the job market due to employment growth is matched by more than six openings created by separations. It is therefore important to predict these movements accurately, in order to determine true job demand.

The occupations expected to have the highest employment growth in the Massachusetts labor market are noted and ranked in Figure VI.5. The largest numbers of openings are expected among secretaries, sales workers, managers/administrators and general clerical workers. Occupations which are expected to experience the most serious declines are: sewers and stitchers, machine operators, and telephone operators (see Figure VI.6).

Further analysis of employment and occupational projections is presented in the following figures. Figure VI.7 compares selected national and Massachusetts job opportunities through the mid-1980's. The last Figure (VI.8) gives detailed employment projections by industry and occupation for the Massachusetts labor market. For those individuals who desire more information, contact the Massachusetts Division of Employment Security to receive copies of selected publications. Other resources applicable to this area are cited in the resources section.

Figure VI.2

Specific Industry Groups with DES Projected Employment* Growth of 2,000 or More in Massachusetts, 1974-1985[1]

Industry Group	Projected Employment Growth 1974-1985
Elementary and secondary education	23,425
Colleges and universities	19,551
Convalescent institutions	17,815
Eating and drinking places	14,356
Hospitals	12,704
Banking	9,052
General building contractors	8,818
Grocery stores	8,674
Electronic computing equipment	7,514
Special trade contractors	7,007
Health service, NEC	5,998
Machinery, equipment and supplies, wholesale	5,952
Local public administration	4,942
Miscellaneous retail trade	4,769
Offices of physicians	4,664
Offices of dentists	4,474
Insurance	3,879
Trucking services	2,970
Appliance, TV, radio stores	2,946
Hotels and motels	2,897
Motor vehicle dealers	2,743
Direct selling	2,641
Ship, boat building repair	2,455
Services, buildings	2,354
Department, mail order stores	2,271
Apparel, accessories stores	2,264
Printing, publishing, except news	2,253
Miscellaneous plastic products	2,209
Optical, health service supplies	2,028
Real Estate	2,021

***Employment Requirements for Massachusetts by Occupation, by Industry, 1970-1985*, (Boston: Division of Employment Security, 1976).

[1] Includes self-employed, unpaid family and government workers in each industry group.

Figure VI.3

Projected Total Employment by Occupational Group in Massachusetts, 1985*

Occupational Group	1974 Employment	Projected 1985 Employment	Employment Change, 1974-1985	% Employment Change, 1974-1985
White Collar	1,288,018	1,441,380	153,362	11.9
Professional, technical	401,568	454,129	52,561	13.1
Managers	259,447	279,684	20,237	7.8
Sales workers	155,558	170,037	14,479	9.3
Clerical workers	471,445	537,530	66,085	14.0
Blue Collar	807,113	819,501	12,388	1.5
Crafts & kindred workers	308,484	332,755	24,271	7.9
Operatives	398,125	381,284	- 16,841	- 4.2
Laborers, except farm	100,504	105,462	4,958	4.9
Service Workers	330,591	368,388	37,797	11.4
Farmers & Farm Workers	10,746	5,874	- 4,872	-45.3

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[*] *Employment Requirements for Massachusetts by Occupation, by Industry, 1970-1985*, (Boston: Division of Employment Security, 1976).

Figure VI.4

Average Annual Job Openings by Occupational Group in Massachusetts, 1974-1985*

Occupational Group	Average Annual Job Openings, 1974-1985	Openings Due to Growth	Openings Due to Separations
White Collar	74,428	13,929	60,499
Professional, technical	20,370	4,769	15,601
Managers	10,150	1,841	8,309
Sales workers	8,056	1,315	6,741
Clerical workers	35,852	6,004	29,848
Blue Collar	24,385	1,119	23,266
Crafts	9,158	2,207	6,951
Operatives	12,470	− 1,535	14,005
Laborers, except farm	2,757	447	2,310
Service Workers	22,165	3,437	18,728
Farmers & Farm Workers	− 93	− 442	349
TOTAL	120,885	18,043	102,842

Employment Requirements for Massachusetts by Occupation, by Industry, 1970-1985, (Boston: Division of Employment Security, 1976).

Figure VI.5

Specific Occupations with DES Projected Average Annual Job Openings Due to Growth of 200 or More in Massachusetts, 1974-1985*

Occupation	Average Annual Job Openings Due to Growth 1974-1985
Secretaries, other	2,202
Miscellaneous clerical workers, NEC	2,077
Sales and sales workers, NEC	1,094
Practical nurses	970
Nurses aides, orderlies	768
Building interior cleaners, NEC	503
Carpenters and apprentices	474
Other managers, administrators	401
Waiters	372
Cooks, except private	363
Auto mechanics and apprentices	345
Accountants	342
Typists	313
Child care workers, except private	311
Bank, financial managers	274
Teachers aides, except monitors	265
Blue collar workers, supervisors, NEC	264
Research workers, NEC	241
Janitors and sextons	240
Registered nurses	238
Physicians, osteopaths	234
Assemblers	231
Cashiers	228
Checkers, examiners, manufacturers	228

Employment Requirements for Massachusetts by Occupation, by Industry, 1970-1985, (Boston: Division of Employment Security, 1976).

Figure VI.6

Specific Occupations with DES Projected Average Negative Job Growth of 75 or More in Massachusetts, 1974-1985*

Occupation	Average Annual Job Openings Due to Growth, 1974-1985
Sewers and stitchers	−644
Miscellaneous machine operatives	−290
Telephone operators	−266
Private household cleaners, servants	−245
Child care workers	−241
Guards	−226
Farmers (owners and tenants)	−197
Keypunch operators	−191
Farm laborers, wage workers	−190
Shoemaking machine operatives	−184
Clothing ironers and pressers	−179
Other textile operatives	−159
Packers, wrappers (except meat, produce)	−148
Barbers	−126
Bookkeepers	−117
Solderers	−102
Garage workers, gas station attendants	− 89
Postal clerks	− 87
Stationary engineers	− 80
Stenographers	− 78

Figure VI.7

Employment Outlook: Analysis of National and Massachusetts Selected Job Opportunities Through the Mid-1980s*

Occupational Cluster	National Outlook					Massachusetts Manpower Requirements				
	Very Rapid	Rapid	Moderate	Slow	No Change	Very Rapid	Rapid	Moderate	Slow	No Change
Business and Office										
Billing Clerk	+							+		
Bookkeepers			+							-
File Clerks			+						-	
Keypunch Operators			-					-		
Payroll and Timekeepers			+						+	
Receptionists		+						+		
Secretaries (Legal and Medical)	+						+			
Typists		+							+	
Bank Tellers		+							+	
Sales (Marketing and Distribution)										
Cashiers			+						+	
Delivery and Route Workers				+						+
Sales Clerks and Workers (Retail)			+						+	
Sales Managers, Retail			+					+		
Sales Representatives, Wholesale				+						
Sign Painters and Letterers				+					-	
Meat Wrappers, Retail			+					+		
Mechanics and Repairmen										
Telephone Installers and Repairers			+							-
Air Conditioning, Heating and Refrigeration Mechanics and Repairers	+							+		
Auto Body			+						+	
Auto Mechanics			+						+	
Household Appliance Mechanics		+							+	
Office Machine Repairers	+					+				
Aircraft Mechanics	+								+	
Garage Workers and Gas Station Attendants		+							-	
Heavy Equipment Mechanics			+							+
Data Processing Machine Repairers	+					+				

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*From U.S. Department of Labor, Bureau of Labor Statistics, New England Regional Office.

Figure VI.7 (cont.)

Occupational Cluster	National Outlook					Massachusetts Manpower Requirements				
	Very Rapid	Rapid	Moderate	Slow	No Change	Very Rapid	Rapid	Moderate	Slow	No Change
Public Service (cont.)										
Library Attendants and Assistants				+				+		
Mail Carriers and Handlers										-
Postal Clerks				+					-	
Police and Detectives	+								+	
Teacher's Aides		+				+				
Welfare Service Aides	+						+			
Personal Services										
Attendants, Recreation		+							+	
Barbers				+			+			
Cooks, Except Private		+						+		
Food Counter and Fountain Workers			+							+
Hairdressers and Cosmetologists			+						+	
Upholsterers				+						+
Waiters				+					+	
Bakers				-				-		
Restaurant, Cafe, Bar Managers				+						+
Health										
Clinical Lab Technicians	+								+	
Dental Assistants		+					+			
Health Aides, Except Nursing	+							+		
Health Record Technicians and Technologists						+				
Radiological Technicians and Technologists		+								+
Therapy Assistants						+				
Agri-Business, Natural Resources, Environmental										
Agricultural and Biological Technicians, Except Health			+						+	
Animal Caretaker, Except Farm			+			+				
Stock Handler									+	
Chemical Technician			+						+	
Communications and Media										
Compositors and Typesetters				-				-		
Photoengravers and Lithographers			+					+		
Pressmen, Plate Printers and Apprentices				+					+	
Radio Operators	+								+	
Telephone Operators				-				-		

Figure VI.7 (cont.)

Occupational Cluster	National Outlook					Massachusetts Manpower Requirements				
	Very Rapid	Rapid	Moderate	Slow	No Change	Very Rapid	Rapid	Moderate	Slow	No Change
Transportation										
Bus Drivers			+							+
Shipping and Receiving Clerks			+						+	
Truck Drivers			+							+
Ticket Station and Express Agents			+							+
Freight and Material Handler										+
Construction										
Asbestos and Insulation Workers		+						+		
Brick and Stone Masons		+						+		
Bulldozer Operators						+				
Carpenters and Apprentices			+					+		
Drafters								+		
Electricians and Apprentices		+							+	
Plumbers, Pipefitters and Apprentices			+						+	
Construction Laborers Except Carpenter's Helpers									+	
Painters and Apprentices, Construction				+						+
Manufacturing										
Assemblers			+							+
Checkers, Examiners, Inspectors			+						+	
Computer Peripheral Equipment Operators		+							+	
Drill Press Operators				-					-	
Lathe, Milling Machine Operators		+		-					-	
Machinists and Apprentices			+							+
Millwrights			+							-
Pattern and Model Makers				+				-		
Sewers and Stitchers				+				-		
Sheetmetal Workers and Apprentices			+							+
Tool and Die Makers and Apprentices				+						+
Welders and Flame Cutters		+							+	
Public Service										
Child Care Workers, Except Private	+					+				
Firefighters			+							+
Clerical Assistant, Social Welfare	+								+	
Guards				+				-		

Figure VI.7 (cont.)

EMPLOYMENT OUTLOOK

Analysis of Job Opportunities

Through the Mid 1980's

CATEGORICAL CRITERIA:	Increase	Decline
Very Rapid	+40% or more	-40% or more
Rapid	+30% to +39.9%	-30% to -39.9%
Moderate	+15% to +29.9%	-15% to -29.9%
Slow	+5% to +14.9%	-5% to -14.9%
Little or No Change	0% to +4.9%	0% to -4.9%

Figure VI.8

Average Annual Number of Job Openings by Occupation During 1974-1985 Period - Massachusetts*

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
TOTAL, ALL OCCUPATIONS	2,436,468	2,635,143	120,885	18,043	102,842
Professional, Technical, Kindred	401,568	454,129	20,370	4,769	15,601
Engineers, Technical	45,153	47,866	971	247	724
Engineers, Aero-Astronautical	741	722	5	-2	7
Engineers, Chemical	1,203	1,278	23	7	16
Engineers, Civil	6,165	6,360	165	18	147
Engineers, Electrical	13,812	15,444	309	148	161
Engineers, Industrial	8,272	8,279	138	1	137
Engineers, Mechanical	7,090	7,847	192	69	123
Engineers, Metallurgical	526	556	13	3	10
Engineers, Mining	15	25	2	1	1
Engineers, Petroleum	1	16	1	1	0
Engineers, Sales	1,504	1,572	36	6	30
Engineers, Other	5,824	5,767	87	-5	92
Life & Physical Scientists	6,527	6,731	175	19	156
Agricultural Scientists	244	201	5	-4	9
Atmospheric, Space Scientists	122	138	3	1	2
Biological Scientists	1,060	1,001	31	-5	36
Chemists	3,538	3,682	102	13	89
Geologists	147	146	1	0	1
Marine Scientists	79	130	6	5	1
Physicists & Astronomers	1,284	1,371	26	8	18
Life, Physical Scientists, N.E.C.	53	62	1	1	0
Mathematical Specialists	1,679	2,004	93	29	64
Actuaries	653	788	29	12	17
Mathematicians	357	458	23	9	14
Statisticians	669	758	41	8	33
Engineers, Science Technicians	32,994	38,847	1,150	531	619
Agricultural & Biological Technicians Except Health	562	676	34	10	24
Chemical Technicians	2,140	2,454	73	29	44
Drafters	11,756	13,618	357	169	188
Electrical & Electronic Technicians	7,762	9,512	266	159	107
Industrial Engineering Technicians	964	1,077	26	10	16
Mathematical Technicians	12	19	1	1	0
Mechanical Engineering Technicians	624	756	21	12	9
Surveyors	1,665	2,011	61	31	30
Engineering, Science Technicians, N.E.C.	7,509	8,724	311	110	201
Medical Workers, Except Technicians	62,469	72,122	4,510	877	3,633
Chiropractors	253	469	32	20	12
Dentists	3,715	5,200	308	135	173
Dietitians	1,200	1,274	86	7	79
Optometrists	701	958	47	23	24
Pharmacists	5,092	5,114	197	2	195
Physicians, M. D. Osteopaths	11,278	13,852	722	234	488
Podiatrists	474	561	34	8	26
Registered Nurses	35,245	37,866	2,595	238	2,337
Therapists	3,985	5,956	446	179	267
Veterinarians	475	765	36	26	10
Other Medical & Health Workers	51	107	7	5	2

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*Source: *Employment Requirements for Massachusetts by Occupation: by Industry, 1970-1985*, (Commonwealth of Massachusetts, Division of Employment Security, 1976).

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Health Technologists & Technicians	13,543	17,465	1,297	357	940
Clinical Lab. Technologists & Technicians	5,641	5,991	390	32	358
Dental Hygienists	1,410	2,740	248	121	127
Health Record Technologists & Technicians	611	951	92	31	61
Radiological Technologists & Technicians	2,677	2,804	204	12	192
Therapy Assistants	130	198	15	6	9
Other Health Technologists & Technicians	3,074	4,781	348	155	193
Technicians, Except Health	4,182	5,564	227	126	101
Airplane Pilots	1,007	1,060	14	5	9
Air Traffic Controllers	302	356	11	5	6
Embalmers	326	334	10	1	9
Flight Engineers	129	131	1	0	1
Radio Operators	672	759	28	8	20
Tool Programmers, Numerical	195	220	6	2	4
Other Technicians, Except Health	1,551	2,704	157	105	52
Computer Specialists	12,053	15,026	549	270	279
Computer Programmers	7,822	9,359	352	140	212
Computer Systems Analysts	3,614	4,858	171	113	58
Other Computer Specialists	617	809	26	17	9
Social Scientists	6,228	7,149	222	76	146
Economists	3,602	4,261	137	60	77
Political Scientists	145	167	-3	-6	3
Psychologists	1,956	2,054	65	[illegible]	56
Sociologists	43	55	2	1	1
Urban & Regional Planners	362	441	11	7	4
Other Social Scientists	120	171	10	5	5
Teachers	98,784	105,804	5,259	638	4,621
Adult Education Teachers	1,934	2,364	116	39	77
College & University Teachers	18,983	20,170	523	108	415
Elementary School Teachers	32,210	33,985	2,240	161	2,079
Preschool & Kindergarten Teachers	5,400	6,457	437	96	341
Secondary School Teachers	31,060	32,855	1,331	163	1,168
Teachers, N.E.C., Except Colleges & Universities	9,197	9,973	612	71	541
Writers, Artists, & Entertainers	30,226	33,968	1,248	340	908
Actor	236	363	28	12	16
Athletes & Kindred Workers	2,181	2,480	73	27	46
Authors	1,209	955	2	-23	25
Dancers	118	160	11	4	7
Designers	4,563	4,761	142	18	124
Editors & Reporters	5,645	6,000	[illegible]	32	68
Musicians & Composers	3,669	4,498	[illegible]	75	166
Painters & Sculptors	4,817	5,270	[illegible]	41	194
Photographers	2,252	2,502	[illegible]	23	61
Public Relations Specialists	2,666	2,915	[illegible]	23	[illegible]
Radio & TV Announcers	463	509	11	4	7
Writers, Artists, & Entertainers, N.E.C.	2,407	3,555	200	104	96
Other Professional & Technical	87,730	101,583	4,669	1,259	3,410
Accountants	27,110	30,870	1,257	342	915
Architects	2,633	2,814	81	16	65
Archivists & Curators	427	552	32	11	21
Clergy	5,363	5,763	160	36	124
Religious, Except Clergy	1,677	1,834	63	14	49
Farm Management Advisors	63	42	0	-2	2

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Foresters & Conservationists	465	682	34	20	14
Home Management Advisors	93	79	5	-1	6
Judges	235	250	21	1	20
Lawyers	11,135	12,834	671	154	517
Librarians	5,121	5,462	352	31	321
Operations, Systems Research	3,337	4,940	204	146	58
Personnel Labor Relations	7,581	8,055	293	43	250
Research Workers, N.E.C.	6,976	9,624	531	241	290
Recreation Workers	2,934	3,582	210	59	151
Social Workers	9,050	9,485	553	40	513
Vocational, Education Counselors	3,530	4,715	202	108	94
Managers, Officials, & Proprietors	259,447	279,684	10,150	1,841	8,309
Buyers, Sales, & Loan Managers	47,159	57,333	2,443	925	1,518
Bank, Financial Managers	13,963	16,981	738	274	464
Credit Managers	2,143	2,586	138	40	98
Buyers, Shippers, Farm Products	315	390	17	7	10
Buyers, Wholesale, Retail	5,251	6,934	407	153	254
Purchasing Agents, Buyers, N.E.C.	5,677	6,882	284	110	174
Sales Manager, Retail Trade	9,952	12,079	505	193	312
Sales Manager, Except Retail Trade	9,858	11,481	354	148	206
Administrators, Public Inspectors	23,676	26,372	1,157	246	911
Assessors, Controllers, Local Public Administration	806	766	58	-4	62
Construction Inspectors, Public Administration	556	595	34	4	30
Health Administrators	5,949	7,058	410	101	309
Inspectors, Except Construction, Public Admin.	2,238	2,626	106	35	71
Officials & Administrators, Public Admin.	6,311	6,438	262	12	250
Postmasters & Mail Superintendents	684	506	9	-16	25
School Administrators, College	1,710	2,096	61	35	26
School Administrators, Elementary & Secondary	5,422	6,287	217	79	138
Other Managers, Officials, & Proprietors	188,612	195,979	6,550	670	5,880
Funeral Directors	1,416	1,416	64	0	64
Managers, Superintendents, Building	2,424	3,062	202	58	144
Office Managers, N.E.C.	9,490	11,350	561	169	392
Officers, Pilots, Pursers, Ship	578	576	20	0	20
Officials of Lodges, Unions	2,056	1,963	73	-8	81
Railroad Conductor	423	490	19	6	13
Restaurant, Cafe & Bar Managers	15,231	15,717	260	44	216
Other Managers & Administrators, N.E.C.	156,994	161,405	5,351	401	4,950
Sales Workers	155,558	170,037	8,056	1,315	6,741
Advertising Agents, Sales Workers	1,735	2,114	105	34	71
Auctioneers	65	58	1	-1	2
Demonstrators	1,177	1,767	132	54	78
Hucksters & Peddlers	2,754	3,584	219	75	144
Insurance Agents, Brokers, etc.	14,045	14,555	502	46	456
Newspaper Carriers & Vendors	1,269	1,079	5	-17	22
Real Estate Agents, Brokers	10,964	11,320	559	32	527
Stock & Bond Sales Agents	3,035	3,014	107	-2	109
Sales & Sales Workers, N.E.C.	120,514	132,546	6,426	1,094	5,332

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Clerical Workers	471,445	537,530	35,852	6,004	29,848
Stenographers, Typists & Secretaries	138,365	168,358	14,249	2,727	11,522
Secretaries, Legal	4,427	5,824	547	127	420
Secretaries, Medical	6,229	8,025	721	163	558
Secretaries, Other	89,210	113,429	9,834	2,202	7,632
Stenographers	2,059	1,198	43	-78	121
Typists	36,440	39,982	3,104	313	2,791
Office Machine Operators	23,683	22,405	920	-117	1,037
Bookkeeping, Billing Operators	1,653	1,463	74	-17	91
Calculating Machine Operators	1,015	959	59	-5	64
Computer, Peripheral Equipment Operators	8,582	9,863	307	116	191
Duplicating Machine Operators	674	589	22	-8	30
Keypunch Operator	9,482	7,383	354	-191	545
Tabulating Machine Operators	73	29	-2	-4	2
Other Office Machine Operators	2,204	2,119	106	-8	114
Other Clerical Workers	309,397	346,767	20,683	3,394	17,289
Bank Tellers	10,625	12,046	824	129	695
Billing Clerks	5,243	6,690	512	132	380
Bookkeepers	49,983	48,691	3,002	-117	3,119
Cashiers	33,474	35,984	2,399	228	2,171
Clerical Assistants, Social Welfare	366	415	29	4	25
Clerical Supervisors, N.E.C.	5,866	6,826	348	87	261
Collectors, Bill & Account	1,342	1,340	55	0	55
Counter Clerks, Except Food	9,051	10,112	649	96	553
Dispatchers, Starters, Vehicle	2,274	2,751	122	43	79
Enumerators & Interviewers	996	869	39	-12	51
Estimators, Investigators, N.E.C.	11,016	12,391	660	125	535
Expeditors, Production Controllers	7,590	9,002	368	128	240
File Clerks	9,496	9,022	607	-45	652
Insurance Adjusters & Examiners	4,750	5,164	198	38	160
Library Attendants & Assistants	5,721	6,706	506	90	416
Mail Carriers, Post Office	8,384	7,576	64	-73	137
Mail Handlers, Except Post Office	5,208	5,921	314	65	249
Messengers & Office Helpers	2,292	2,008	96	-26	122
Meter Readers, Utilities	1,065	977	6	-8	14
Payroll, Time Keeping Clerks	6,489	7,073	463	53	410
Postal Clerks	9,976	9,022	181	-87	268
Proofreaders	1,206	1,428	106	20	86
Real Estate Appraisers	837	905	59	6	53
Receptionists	10,594	12,608	1,081	183	898
Shipping, Receiving Clerks	18,943	20,180	627	112	515
Statistical Clerks	8,912	8,599	488	-28	516
Stock Clerks, Storekeepers	14,485	16,385	666	173	493
Teachers' Aides, Except Monitors	4,159	7,071	488	265	223
Telegraph Messengers	37	16	-1	-2	1
Telegraph Operators	206	176	7	-3	10
Telephone Operators	15,813	12,882	704	-266	970
Ticket Station & Express Agents	2,742	2,802	113	5	108
Weighers	701	725	30	2	28
Miscellaneous Clerical Workers, N.E.C.	39,555	62,404	4,873	2,077	2,796

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Craft & Kindred Workers	308,484	332,755	9,158	2,207	6,951
Construction Crafts Workers	128,688	144,477	4,363	1,434	2,929
Carpenters & Apprentices	29,089	34,306	1,241	474	767
Brick & Stonemasons & Apprentices	3,969	4,720	141	68	73
Bulldozer Operators	1,624	2,293	88	61	27
Cement & Concrete Finishers	1,229	1,519	38	26	12
Electricians & Apprentices	13,640	15,193	301	141	160
Excavating, Grading & Machine Operators	4,250	5,648	189	127	62
Floor Layers, Except Tile Setters	669	673	13	0	13
Painters & Apprentices	12,647	12,800	369	14	355
Paperhangers	1,057	1,182	55	11	44
Plasterers & Apprentices	649	600	10	-4	14
Plumbers, Pipefitters & Apprentices	10,598	12,049	268	132	136
Roofers & Slaters	2,316	3,068	110	68	42
Structural Metal Craft Workers	2,215	2,777	88	51	37
Tilesetters	1,213	1,225	21	1	20
Blue-Collar Worker Supervisors, N.E.C.	43,523	46,424	1,431	264	1,167
Metalworking Craft Workers, Except Mechanics	36,687	37,432	820	69	751
Blacksmiths	177	136	1	-4	5
Boilermakers	492	524	5	3	2
Heat Treaters, Annealers, & Temperers	818	649	7	-15	22
Forge & Hammer Operators	873	897	18	2	16
Job & Die Setters, Metal	2,627	3,062	107	40	67
Machinists & Apprentices	15,442	15,978	355	49	306
Millwrights	1,712	1,669	36	-4	40
Molders & Apprentices, Metal	1,675	1,552	19	-11	30
Pattern & Model Makers	1,455	1,101	11	-32	43
Rollers & Finishers, Metal	587	628	20	4	16
Sheetmetal Workers & Apprentices	4,641	4,802	92	15	77
Tool & Diemakers & Apprentices	6,188	6,434	149	22	127
Mechanics, Repairers, & Installers	73,796	84,276	2,340	953	1,387
Air Cond., Heating, & Refrig. Mechanics & Repairers	6,928	8,591	272	151	121
Aircraft Mechanics	1,531	1,670	29	13	16
Auto Accessories Installers	145	143	1	0	1
Auto Body Repairers	5,057	5,263	77	19	58
Auto Mechanics & Apprentices	23,057	26,857	754	345	409
Data Processing Machine Repairers	1,692	2,522	91	75	16
Farm Implement Mechanics	864	1,260	62	36	26
Heavy Equipment Mechanics Including Diesel	18,234	19,120	476	91	395
Household Appliance Mechanics	3,706	3,992	97	26	71
Loom Fixers	338	241	8	-9	17
Office Machine Repairers	1,701	2,538	100	76	24
Radio & Television Repairers	3,900	5,136	199	112	87
Railroad & Car Shop Repairers	463	437	11	-2	13
Other Mechanics & Apprentices	6,180	6,506	163	30	133
Printing Trade Craft Workers	15,390	14,980	373	-37	410
Bookbinders	1,412	1,414	66	0	66
Composition & Typesetters	6,176	5,380	105	-72	177
Electrotypers & Stereotypers	106	70	0	-3	3
Engravers, Except Photoengravers	694	585	12	-10	22
Photoengravers & Lithographers	1,502	1,730	59	21	38
Pressmen, Plate Printers & Apprentices	5,500	5,801	131	27	104

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Transportation, Public Utility Crafts	16,903	16,602	131	-27	158
Electric Power Line Installers & Repairers	2,855	3,169	65	29	36
Locomotive Engineers	425	477	15	5	10
Locomotive Engineers Helpers	76	36	-4	-4	0
Power Station Operators	505	426	5	-7	12
Telephone Installers & Repairers	11,325	11,151	76	-16	92
Telephone Line Installers & Splicers	1,717	1,343	-26	-34	8
Other Crafts, Kindred Workers	37,020	34,988	1,131	-185	1,316
Bakers	4,273	3,616	74	-60	134
Cabinetmakers	1,789	1,612	36	-16	52
Carpet Installers	1,302	1,485	28	17	11
Crane, Derrick, & Hoist Operators	2,893	2,903	64	1	63
Decorators & Window Dressers	2,197	2,144	95	-5	100
Dental Laboratory Technicians	1,049	951	30	-9	39
Furniture & Wood Finishers	810	711	19	-9	28
Furriers	67	63	3	0	3
Glaziers	1,057	1,319	46	24	22
Inspectors, Log & Lumber	45	29	1	-1	2
Inspectors, Other	3,275	3,196	98	-7	105
Jewelers & Watchmakers	1,254	1,196	60	-5	65
Millers, Grain, Flour, Feed	31	35	0	0	0
Motion Picture Projectionists	397	435	41	3	38
Opticians, Lens Grinders & Polishers	2,181	3,501	211	120	91
Piano & Organ Tuners & Repairers	292	324	23	3	20
Shipfitters	216	234	7	2	5
Shoe Repairers	1,110	563	7	-50	57
Sign Painters & Letterers	755	672	26	-8	34
Stationary Engineers	4,299	3,422	51	-80	131
Stone Cutters & Stone Carvers	223	213	8	-1	9
Tailors	2,318	1,805	70	-47	117
Upholsterers	1,603	1,606	69	0	69
Craft & Kindred Workers, N.E.C.	3,584	2,953	64	-57	121
Operatives	398,125	381,284	12,470	-1,535	14,005
Operatives, Except Transportation	320,273	302,144	10,766	-1,653	12,419
Semiskilled Metal Working	33,374	31,920	753	-133	886
Drill Press Operators	2,539	2,192	44	-32	76
Furnace Tenders, Smelters, & Pourers, Metal	873	874	30	0	30
Grinding Machine Operatives	4,836	4,508	96	-30	126
Heaters, Metal	107	84	0	-2	2
Lathe & Milling Machine Operatives	4,449	3,953	55	-45	100
Metal Platers	1,669	1,701	45	3	42
Other Precision Machine Operatives	3,001	2,829	57	-16	73
Punch & Stamping Press Operatives	3,111	2,811	79	-27	106
Solderers	3,024	1,906	25	-102	127
Welders & Flame Cutters	9,765	11,062	322	118	204
Semiskilled Textile	9,839	6,887	107	-269	376
Carding, Lapping, & Combing Operatives	334	127	-7	-19	12
Knitters, Loopers, & Toppers	845	628	12	-20	32
Spinners, Twisters, & Winders	2,116	1,622	62	-45	107
Weavers	670	380	0	-26	26
Other Textile Operatives	5,874	4,130	40	-159	199

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Semiskilled Packing, Inspecting	57,159	58,248	2,771	97	2,674
Checkers, Examiners, & Inspectors, Mfg.	26,797	29,310	1,426	228	1,198
Graders & Sorters, Manufacturing	1,222	919	33	-28	61
Meat Wrappers, Retail Trade	2,751	3,215	212	42	170
Packers & Wrappers, Except Meat & Produce	26,132	24,509	1,084	-148	1,232
Produce Graders & Packers, Except Factory & Farm	257	295	16	3	13
Other Operatives, Except Transportation	219,901	205,089	7,135	-1,348	8,483
Asbestos & Insulation Workers	703	1,099	50	36	14
Assemblers	36,330	38,871	1,892	231	1,661
Blasters	63	61	1	0	1
Bottling & Canning Operatives	896	799	26	-9	35
Surveyor Helpers	166	148	-1	-2	1
Clothing Ironers & Pressers	4,836	2,865	8	-179	187
Cutting Operatives, N.E.C.	8,431	7,764	258	-61	319
Dressmakers, Except Factory	2,411	2,240	161	-16	177
Drillers, Earth	877	885	25	1	24
Dry Wall Installers, & Lathers	1,285	1,427	26	13	13
Dyers	1,739	1,864	56	11	45
Filers, Polishers, Sanders, & Buffers	4,647	3,970	75	-62	137
Garage Workers & Gas Station Attendants	9,616	8,634	31	-89	120
Laundry & Dry Cleaning Operatives, N.E.C.	5,029	4,725	240	-28	268
Meat Cutters & Butchers, Except Mfg.	6,729	6,369	167	-33	200
Meat Cutters, Butchers	792	783	22	-1	23
Milliners	92	72	5	-2	7
Mine Operatives, N.E.C.	87	159	11	7	4
Mixing Operatives	2,379	2,091	25	-26	51
Oilers & Greasers, Except Auto	898	724	5	-16	21
Painters, Manufactured Articles	3,916	3,819	100	-9	109
Photographic Process Workers	3,442	3,735	173	27	146
Riveters & Fasteners	980	926	39	-5	44
Sailors & Deckhands	432	451	8	2	6
Sawyers	1,370	1,249	48	-11	59
Sewers & Stitchers	29,889	22,808	982	-644	1,626
Shoemaking Machine Operatives	5,120	3,097	28	-184	212
Furnace Tenders & Stokers, Except Metal	2,830	2,347	63	-44	107
Winding Operatives, N.E.C.	3,946	4,224	189	25	164
Miscellaneous Machine Operatives	48,340	45,145	1,304	-290	1,594
Operatives, N.E.C.	31,630	31,738	1,118	10	1,108
Transportation Equipment Operatives	77,852	79,140	1,704	118	1,586
Boat Operators	178	185	4	1	3
Bus Drivers	8,932	9,168	323	21	302
Conductors & Operators, Urban Rail Transit	747	810	21	6	15
Delivery & Route Workers	20,466	20,752	382	26	356
Fork Lift & Tow Motor Operators	5,426	5,809	116	35	81
Rail Vehicle Operators, N.E.C.	4	3	0	0	0
Parking Attendants	1,049	872	30	-16	46
Railroad Brake Operators	512	545	12	3	9
Railroad Switch Operators	270	387	22	11	11
Taxicab Drivers & Chauffeurs	7,383	7,400	237	2	235
Truck Drivers	32,885	33,209	557	29	528
Service Workers	330,591	368,388	22,165	3,437	18,728
Cleaning Service Workers	59,711	69,184	4,293	861	3,432
Lodging Quarters Cleaners, Except Private Household	5,529	6,827	572	118	454
Building Interior Cleaners, N.E.C.	20,122	25,657	1,843	503	1,340
Janitors & Sextons	34,060	36,700	1,878	240	1,638

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Food Service Workers	116,400	127,684	6,916	1,026	5,890
Bartenders	7,373	7,859	209	44	165
Waiter's Assistants	3,984	4,224	80	22	58
Cooks, Except Private	22,919	26,915	1,348	363	985
Dishwashers	6,989	7,678	318	63	255
Food Counter & Fountain Workers	19,262	19,942	1,105	62	1,043
Waiters	39,882	43,970	2,862	372	2,490
Food Workers, N.E.C., Except Private	15,991	17,096	994	100	894
Health Service Workers	59,554	80,733	6,703	1,926	4,777
Dental Assistants	3,973	5,329	518	123	395
Health Aides, Except Nursing	5,853	7,259	588	128	460
Health Trainees	877	180	-7	-63	56
Lay Midwives	0	0	0	0	0
Nursing Aides, Orderlies, & Attendants	27,539	35,988	2,751	768	1,983
Practical Nurses	21,312	31,977	2,853	970	1,883
Personal Service Workers	36,502	40,278	2,797	344	2,453
Flight Attendants	1,405	1,599	180	18	162
Attendants, Recreation & Amusement	1,656	1,872	108	20	88
Attendants, Personal Service, N.E.C.	2,094	2,165	171	6	165
Baggage Porters & Bellhops	458	378	0	-7	7
Barbers	3,663	2,276	0	-126	126
Boarding & Lodging Housekeepers	659	660	60	0	60
Bootblacks	15	1	-1	-1	0
Child Care Workers, Except Private	5,238	8,661	812	311	501
Elevator Operators	1,066	640	24	-39	63
Hairdressers, Cosmetologists	13,011	13,697	945	62	883
Housekeepers, Except Private	3,752	3,780	227	3	224
School Monitors	1,202	1,725	101	48	53
Ushers, Recreation & Amusement	528	504	13	-2	15
Welfare Service Aides	1,755	2,320	157	51	106
Protective & Service Workers	44,783	43,308	1,117	-135	1,252
Crossing Guards & Bridgetenders	1,979	1,764	110	-20	130
Fire Fighters	12,994	13,359	218	33	185
Guards	13,144	10,663	480	-226	706
Marshals & Constables	86	100	5	1	4
Police & Detectives	15,783	16,641	256	78	178
Sheriffs & Bailiffs	797	781	48	-1	49
Private Household Workers	13,641	7,201	339	-585	924
Child Care Workers	5,187	2,537	98	-241	339
Cooks, Private	543	297	19	-22	41
Housekeepers, Private	1,795	987	52	-73	125
Launderers, Private Household	68	22	1	-4	5
Cleaners & Servants, Private Household	6,048	3,358	169	-245	414
Laborers, Except Farm.	100,504	105,462	2,757	447	2,310
Animal Caretakers, Except Farm	2,323	3,583	234	115	119
Carpenters, Helpers	2,430	2,460	33	3	30
Construction Laborers, Exc. Carpenter's Help.	18,802	19,986	393	108	285
Fishers, Hunters, & Trappers	1,836	1,434	3	-37	40
Freight, Material Handlers	15,304	15,396	302	8	294

Figure VI.8 (cont.)

OCCUPATIONS	Employment 1974	Employment 1985	Annual Labor Demand 1974 - 1985		
			Total Demand	Due to Growth	Due to Separations
Garbage Collectors	1,858	2,322	81	42	39
Gardeners & Groundskeepers, Except Farm	12,774	14,482	666	155	511
Longshore Workers & Stevedores	948	991	29	4	25
Timbercutting & Logging Workers	206	143	-3	-6	3
Stock Handlers	24,953	26,778	622	166	456
Teamsters	25	19	0	-1	1
Vehicle Washers & Equipment Cleaners	4,895	4,740	100	-14	114
Warehouse Laborers, N.E.C.	3,357	2,987	19	-37	56
Other Laborers	10,793	10,141	278	-59	337
Farmers & Farm Workers	10,746	5,874	-93	-442	349
Farmers & Farm Managers	4,437	2,278	-26	-196	170
Farmers (Owners & Tenants)	4,206	2,039	-35	-197	162
Farm Managers	231	239	9	1	8
Farm Laborers, Farm Supervisors	6,309	3,596	-67	-246	179
Farm Labor Supervisors	315	248	6	-6	12
Farm Laborers, Wage Workers	4,241	2,150	-91	-190	99
Farm Laborers, Unpaid Family	1,731	1,176	16	-50	66
Farm Laborers, Self-Employed	22	22	2	0	2

Note: May not add to totals due to rounding.

FEDERAL PUBLICATIONS

U.S. Census: Population Characteristics, General Social and Economic Characteristics, Detailed Characteristics, are the three volumes from which information such as the size and characteristics of the local population and labor force composition by age, sex and race can be obtained.

U.S. Industrial Outlook, published annually by the Department of Commerce, provides profiles of industries which account for about 85 percent of the total value of this country's manufacturing shipments. One approach to determining future employment figures is to examine the health of the relevant industry. Various sections of the *Outlook* are useful for just that purpose. For most industries, information is provided on size in terms of shipments, employment, and number of establishments; competitive trade position; and growth history in key areas (shipments, trade, employment). The narrative sections contain long-range forecasts of the industry's health.

Occupational Outlook Handbook, published annually by the Department of Labor, describes more than 850 occupations, including information on the nature of a particular job, the training required, and the short- and long-term employment outlook. Each "Employment Outlook" section begins with remarks about anticipated employment growth through 1985. The occupation is described in terms of probable growth rate. The effect on job opportunities of fluctuations in the business cycle are also discussed. And when the information is available, the *Handbook* examines anticipated demand-supply relationships.

Matching Occupational Classifications to Vocational Codes, published by the Bureau of Labor Statistics (BLS), matches specific occupational demands with broader educational programs. This publication will enable the planner to identify all the occupations available to a graduate of a program such as machine trades.

STATE PUBLICATIONS

Monographs on Massachusetts, booklets covering the vital statistics of every town, city and county in the state, are published by the Department of Commerce and Development (100 Cambridge St., Boston, MA 02202). Each monograph, which can be purchased from the state bookstore (at the State House) for $.50, provides a wealth of useful statistics, including specific information on population and housing gleaned from federal and state censuses, the historic trends and composition of the economic base, and general information, such as density, land use, climate, and others. These monographs are valuable to the labor market research because of the emphasis on factors which influence labor market supply and demand, e.g., education of the population and types of industry.

The Division of Employment Security (DES) publishes a number of reports with which the researcher and planner should be familiar. Most of the reports mentioned below can be obtained free of charge by writing to the Research and Information Service, Massachusetts Division of Employment Security, Charles F. Hurley Building, Government Center, Boston, Massachusetts 02114. The government documents section of local libraries might also have copies of these reports available.

Annual Manpower Planning Report is for the state and each major labor market area. Each report consists of a lengthy narrative designed to assist planners. They include information on economic developments and outlook, population and labor force characteristics, employment developments and outlook by industry and occupation, recent trends in unemployment, and data touching on the disadvantaged in a manpower framework.

Area Manpower Review, issued semi-annually, analyzes current economic developments for the state and each major labor market area. Its contents include employment developments, unemployment trends and characteristics, average hours worked and earnings for production workers by industry, area problems, employment and unemployment outlook, and recent contracts, new plants and anticipated shutdowns.

Massachusetts Economic Assumptions, updated annually, provides a detailed analysis of the state's economy, including discussion on economic developments and forecasts, employment developments and projections by industry, recent contracts, new plants and anticipated shutdowns.

Massachusetts Trends in Labor Force, Employment, and Unemployment, is a monthly newsletter which covers the state and its labor market areas. It includes highlights of the past month's employment and unemployment developments, labor force trends, and unemployment rates. Also included are 27 representative labor market areas for the current month, previous month, and one year ago. Using this document, the researcher is able to observe recent economic developments.

Industrial Pattern of Massachusetts is a statewide report, updated periodically, containing maps and a list of the larger firms in each manufacturing industry. The employment figures and plant locations provided can help the researcher understand the nature of change in the manufacturing industries.

Employment Requirements by Occupation, by Industry 1970-1985 is an extremely useful report which consists mostly of employment statistics. Reports are prepared for the state and the major labor market areas. Each report includes projections of total employment by industry, adjusted for class of workers, and the average annual number of job openings by occupation during the 1970-1985 period. The state reports also include highlights of industry employment trends. Requirements and general economic assumptions are also addressed. Methodology used in arriving at the projections is outlined. These reports are especially valuable for determining the current occupational profile and projected comprehensive occupational requirements, and current and projected labor demand.

Employment Review is a monthly newsletter which covers recent employment developments in the state and in major labor market areas. Its contents include employment indicators, and wage and salary statistics.

Labor Turnover in Manufacturing is a monthly newsletter covering recent labor turnover developments in the state and in the major area labor markets. Its contents include highlights of recent labor turnover developments and labor turnover rates in manufacturing and industry. The researcher can identify those industries that are currently hiring or laying off, whether growth in employment is due to new hires or recalls, or whether separations are due to quits or layoffs.

Massachusetts Cities and Towns--Employment and Wages in Establishments Subject to the Massachusetts Employment Security Law by Major Industry Divisions is an annual publication which contains employment and population data on the 351 cities and towns in Massachusetts. Its contents include the average annual wage, number of establishments, average annual employment by major industry division by city and town, and employment and wages in establishments. Labor market planners can use the data to determine trends in employment and wages and to analyze the major industries in each city and town.

Employment and Wages in Establishments Subject to the Massachusetts Employment Security Law--State Summary is an annual publication which provides employment and wage information by major industry division for the most current year. It also includes trends in industrial employment, seasonal patterns of employment by industry, and the number of firms in each industry. Wages are broken down by two- and three-digit standard industrial classification (SIC) titles.

Employment and Wages in Massachusetts and the Major Labor Market Areas, updated annually, covers average annual employment and wages by industry for the state and each major labor market area, making it possible to determine trends.

The Large Employers in Massachusetts is an annual publication which lists the establishments in the state which employ more than 500 workers. This listing is useful both for placement activities and for conducting first-hand labor market research.

An Occupational Profile of... is a series of reports on specific areas of employment. Examples are selected nonmanufacturing industries, wholesale and retail trade, manufacturing industries, and selected federal, state and local government agencies. The reports consist mostly of tables and highlight employment developments, the specific occupations of employees, and percentage distribution of occupations of employees. The information encourages an evaluation of current levels of occupational employment and demand for labor by type of skill. This can serve as a basis for projecting future occupational requirements.

Occupational Characteristics Insured Unemployed is a quarterly publication which describes the insured unemployed by broad occupational category for the current three months and for the same period in the previous year. The data, arranged in tabular form, provides the researcher with an indication of labor demand and supply.

Annual Summary Characteristics of the Insured Unemployed is an annual statewide report which can help guide policy decisions. Its contents, arranged in tabular form, include occupational characteristics of the insured unemployed, and duration of the most recent spell of unemployment.

A Monthly Survey Unfilled Job Openings provides an indication of labor demand and supply in the major labor market areas. Unfilled job openings by major occupational categories and selected occupational groups are covered. From time to time, DES issues unfilled job opening reports on specified occupations such as machine trades, engineering, health, electrician, and others.

Annual Statistical Summary Unfilled Job Openings allows the researcher to determine trends in the demand for labor and to identify those occupations which are in persistent demand. The narrative and tables examine labor demand over the past year, comparison of unfilled job openings by major occupational category, and unfilled job openings the last day of each month.

Employment Security Autamoated Reporting System (*ESARS*) are reports based on data compiled from state and local Employment Security job applications, orders, and office operations. The data on those forms are optically scanned and their characteristics summarized for Massachusetts and on a state-by-state basis. In Massachusetts, the reports are not published, but public access is possible through the Boston Department of Employment Security Office.

OTHER

Employment and Training in Massachusetts: Agenda for Action. Boston: Commonwealth of Massachusetts, State Manpower Services Commission, 1977.

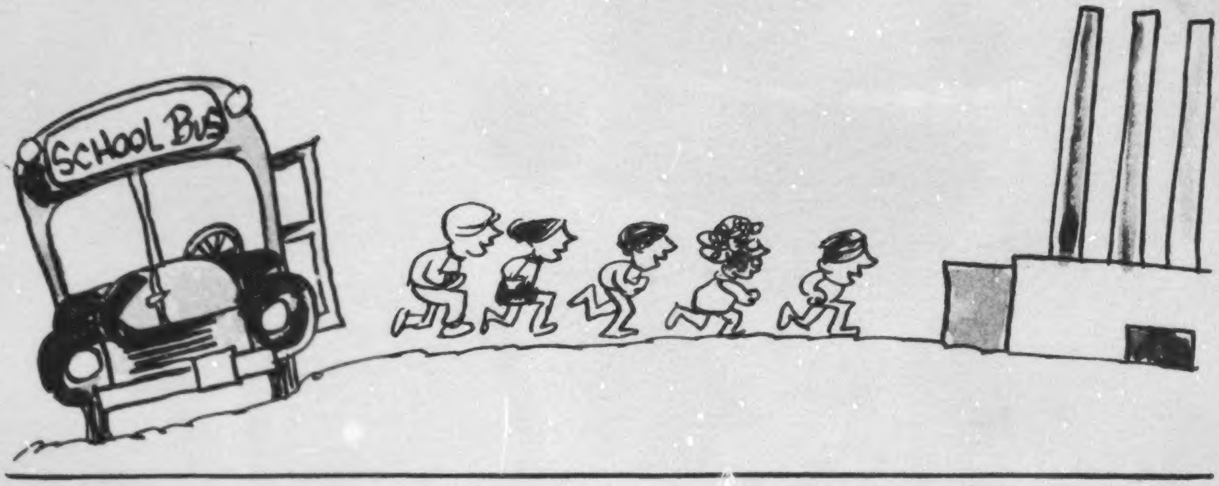
McClain, Thomas W. (Ed.). *Towards Better Methods of Labor Market Analysis for Educational and Training Program Planning*. Amherst, MA: Institute for Governmental Services, University of Massachusetts, 1977.

Methods of Local Labor Market Planning. Boston: Regional Institute on Employment Policy, Boston University, 1977.

Revitalizing the Northeastern Economy. Columbus, Ohio: The Academy for Contemporary Problems, 1977.

Youth: Transition to Adulthood: Report of the Panel on Youth of the President's Advisory Committee. Washington, D.C.: Government Printing Office, 1973. (Note: Coleman was Chairman of the Study - hence called Coleman Report.)

WORK EXPERIENCE



INTRODUCTION

Presently, there is growing recognition that schools are not meeting the total needs of students. The widespread criticism of education during the past decade has led to a number of new educational ventures. Movements which have been initiated or intensified during the past ten years include career education and a renewed interest in cooperative education and work experience. These movements are grounded in a number of educational theories. Among these are:

(a) The in-school dichotomy between theory and practice is dysfunctional for many students.

(b) Many adolescent needs (e.g., responsibility, productivity, commitment, identity) are difficult to achieve within the traditional school environment.

(c) One of the emerging roles of teachers is to help students reflect on their experiences, and work experience programs help a student gain an experiential base.

One of the ways to work toward a more responsive educational environment is to extend school activities so as to include student involvement in the larger community. One aspect of this integration of the school and the community is called "work-experience education."

BENEFITS FROM WORK-EXPERIENCE EDUCATION

While work-experience education is provided primarily for the benefit of students, there are also benefits to the school in general, to the employer, and to the community. They may be described as follows:[1]

BENEFITS TO STUDENTS

Work-experience programs assist students in making career choices, in preparing for careers, in developing a vocational identity, and in making the transition to the world of work. Specifically, they help students to:

(1) Assume responsibility;

(2) Gain knowledge and attitudes necessary for successful job performance;

(3) Acquire good work habits;

(4) Improve interpersonal skills;

(5) Improve self-confidence and poise;

(6) Earn necessary funds where appropriate;

(7) Realize the connection between production and reward;

(8) Discover the relationship between education and job success;

(9) Explore the fields in which they feel their career interests lie and determine whether or not these fields are suitable for them; and

(10) Broaden their knowledge of careers and of working conditions in their communities.

BENEFITS TO THE SCHOOL

The school benefits in that work-experience education:

(1) Provides an opportunity to relate academic training to job requirements;

(2) Utilizes many community facilities and resources for training purposes, thus making it possible for the schools to provide training in fields the school program could not otherwise include;

(3) Increases the school's ability to truly serve students for a longer period of time;

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[1] From *Handbook on Work Experience Education.* An unpublished draft. (Sacramento: California State Department of Education, 1972); From *Strategies for Implementing Work Experience Programs,* (McKnight Publishing Company, 1975).

(4) Provides assistance in career guidance;

(5) Enables the school to keep abreast of developments in the business and industrial world;

(6) Provides a direct avenue through which the school can meet community needs;

(7) Develops good community-school relations; and

(8) Acquaints employers with the work that can be performed by young people who are trained in the schools.

BENEFITS TO THE EMPLOYER

For the employer, the work-experience education program:

(1) Provides a pool of part-time workers from which to select permanent employees at a later date;

(2) Provides an opportunity for the employer to refine and validate the company's own training methods;

(3) Provides the employer with employees who are receiving additional training through related instruction at school--training desired but not warranted or possible on the job;

(4) Serves as a training program for prospective employees of small businesses or industries unable to conduct their own extensive training programs; and

(5) Reduces turnover because the employees have become adjusted to the job before they accept full-time employment.

BENEFITS TO THE COMMUNITY

The community accrues these benefits through work-experience education:

(1) Increase in the source of knowledgeable trained workers;

(2) Improvement in cooperation and communication between school and community;

(3) Increase in student awareness of the community in which he/she lives; and

(4) Provision of better informed, better prepared citizens to the community.

TYPES OF WORK-EXPERIENCE EDUCATION

Work-Experience Education is generally classified in three ways: (1) exploratory, (2) general, or (3) vocational.

(1) Exploratory work-experience education is primarily a career guidance program. It provides opportunities for the student

to systematically sample conditions of work in a variety of occupational fields. This provides a basis, through observation and supervised participation, for an informed career choice. The student receives school credit for successful participation but receives no monetary remuneration for the work.

(2) General work-experience is designed to develop desirable attitudes and promote understandings of the relationships between formal education and job success through supervised, part-time employment as part of the total school program. This part-time work need not be related to the specific occupational goal of the student but efforts should be made to link the work experience with classroom instruction so that one is a reinforcement for the other. The student receives school credit and may receive pay for successful participation.

(3) Vocational work-experience education provides specific occupational preparation for entry into selected careers. The employment of a student is normally within the occupational area into which he or she desires employment following graduation. A student not enrolled in a related vocational program may enroll for vocational work-experience only if it is a matter of record that his or her occupational goal is that for which on-the-job training is being received or requested. Most vocational work-experience programs are funded with local, state and federal funds and operate under provisions established through a state plan for vocational education.

Another way of classifying work-experience programs is whether they are paid or unpaid. The following is a description of various programs falling within these two categories:

PAID WORK EXPERIENCE

Under paid arrangements, the work-experience averages at least twelve hours per week and is arranged and supervised by the school. Some of these arrangements are:

Cooperative Education--Students are placed in a work setting related to their field of occupational training. Written agreements are signed between the school and employers which specify instruction, training and supervision.

Work Study--This is defined as work experience not necessarily related to a student's occupational field but relevant to developing responsibility and meaningful employment. It provides a financial base to allow a young person to remain in school.

Paid Internships--Defined as programs in which students are paid for work experience, arranged for and supervised by the school, which are related to a student's interest area and often last a semester.

NON-PAID WORK EXPERIENCE

Under non-paid arrangements students are involved at work sites for differing lengths of time. Work site arrangements are arranged and supervised by the school.

Shadowing--Students are involved in a variety of work stations over a period of time for the purpose of observing and learning. (E.g., students spend one semester in the same hospital observing in many different departments, such as maternity, intensive care, general surgery, etc.)

Non-Paid Internships--Students spend a period of time, generally a full semester, in the same work station for the equivalent of at least one full day a week. Academic study may or may not be done concurrently. (E.g., students assigned to work in a day-care center with one sponsor.)

A summary of the types of work-experience education programs based upon student need is found in Figure VI.9.

IMPLEMENTING WORK-EXPERIENCE PROGRAMS

So far we have discussed the rationale for different types of work-experience programs and briefly discussed each. The next step is to provide the framework for implementing such programs. This section is broken down into the following components:

Student Recruitment and Selection

Site Identification

Site Placement

Supervision

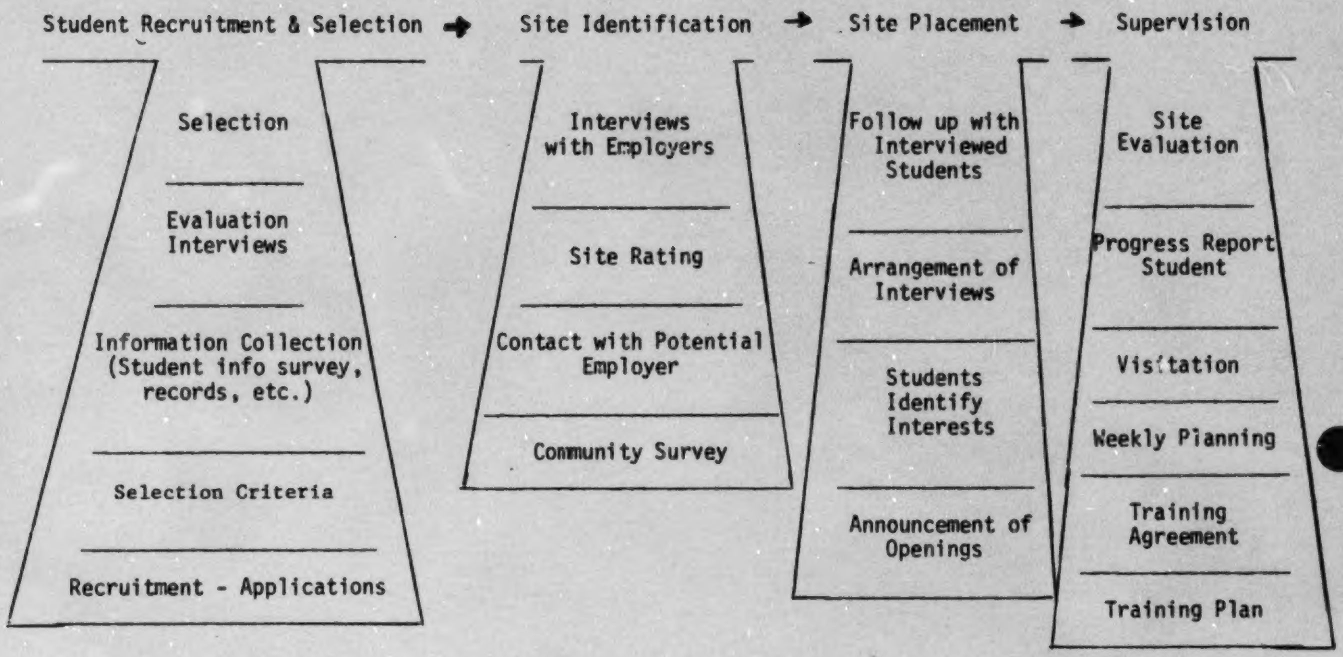
Figure VI.9 is a flowchart of the implementation process.

STUDENT RECRUITMENT AND SELECTION

Each spring, work-experience coordinators recruit students for the following year. During this time, they might visit other classrooms to explain their programs, put up posters around the school, and submit articles about the program to the school newspaper and the community newspaper to make students and their parents aware of the program. All recruitment efforts for students must be unbiased and the work-experience options for students must include a selection suitable to all students regardless of sex, cultural-racial background or handicap.

Once a group of students has applied for the program, the work-experience coordinator must select those to be accepted. A number of sources of information are used for this selection: student records, interviews, recommendations, ability or interest inventories, written applications, and so forth. Just as interviews are an important tool in the selection process for employment, they are also a valuable tool, even if all applicants will be accepted. Personal interviews can give the coordinator an opportunity to discover the student's reason for applying for the program. Interviews also give students a chance to ask questions about the program. This is an

Figure VI.9
Implementing Work Experience


Student Recruitment & Selection
Selection
Evaluation Interviews
Information Collection (Student info survey, records, etc.)
Selection Criteria
Recruitment - Applications
Site Identification
Interviews with Employers
Site Rating
Contact with Potential Employer
Community Survey
Site Placement
Follow up with Interviewed Students
Arrangement of Interviews
Students Identify Interests
Announcement of Openings
Supervision
Site Evaluation
Progress Report Student
Visitation
Weekly Planning
Training Agreement
Training Plan

excellent time for profitable give-and-take. Most applicants need to know how the program will affect them and exactly what will be expected of them if they are accepted. Some may decide that they are not interested once they learn how the program operates.

Most work-experience coordinators find that it is very difficult to decide which individuals to accept. If they choose students on the basis of past school performance, they may be rejecting those students who really need a new approach to education if such students are to develop the skills, attitudes and values that will qualify them for employment. On the other hand, if they select those who seem to have the greatest need, their program may be labeled as a "dumping ground" for students who are unable to perform well in school. This label might well have a negative effect on the attitude of both teachers and students if they feel the program has become associated with failure. While there is no one criteria for selection that guarantees success, motivation is particularly important. Most teachers try to select those students who have managed to convey some strong reasons why they want to be in a cooperative program. In the end, schools, students, counselors and teachers must develop their own philosophy for student selection, and criteria must be established and made known.

A variety of individuals may be involved in the student selection process, including other students, parents, teacher-coordinators, participating employers, faculty, administrators and counselors. In the final analysis, however, the selection of students is the job of the teacher.

1. *Steps to Consider in the Selection of Students*

Student selection involves a number of steps, each of which makes an important contribution to the final decision. The following steps are recommended:

(a) Establish criteria for the selection procedures--Allow those to enroll who meet established criteria and for whom the coordinator can find an occupational placement appropriate to his/her career objectives, abilities, or current needs or interests.

(b) Collection of Information--Data concerning the student may be secured from teachers, counselors, school records, parents, and from the student.

In order to identify which students might be interested in a proposed cooperative work experience, a student survey (Figure VI.10) may be conducted. The best time to conduct such a survey is when students are registering for their next term classes or well in advance of the starting date of the proposed cooperative work experience. The person who is to conduct the survey should develop a tentative list of questions taking into consideration the following:

- number of students presently employed part-time in jobs suited to program objectives;
- names of employers where students work;
- students' interests in the proposed program; and
- students' occupational goals and educational plans.

Figure VI.10
Student Interest Survey

The following information will be helpful in the development of the school's cooperative education program. Please answer all these questions to the best of your ability. Answers will be kept confidential.

Name ____
First Middle Last

Present Grade in School (Circle one) 9 10 11 12

Age _______ Are you working part-time now? Yes___ No___

If yes, approximately how many hours a week do you work? ______Hours

If no, would you be interested in any of the following parts of a cooperative program during the school year:
- part-time employment ____
- unpaid internship ____
- career exploration ____

What are your career plans? ____

TO BE FILLED OUT BY THOSE PRESENTLY WORKING

Place of Work ________________________ Kind of Business ________________________

Manager's Name ____

How long have you worked there? ________________________

Your specific job duties: ____

PREVIOUS WORK EXPERIENCE

Place of Work	Name of Employer	Pay/Week	Length of Employment

2. *Student Characteristics to Consider Before Final Selection*

Before you make a final selection of students, the following points should be considered:

(a) Students may have a wide range of exposure toward work. Students enrolling in the cooperative programs will have a wide range of work experience. Some of these students have never been exposed to the world of work, whereas other students will have had several years of work experience before enrollment in the cooperative program.

(b) Attitudes will also vary widely and should be understood by those involved in student selection. Students vary in attitude from those unconcerned with earning a living to those with well-defined career objectives and a willingness to develop capabilities.

(c) There is a wide range of individuals who may be considered for selection including gifted and talented students as well as slow learners and mentally retarded, physically handicapped, emotionally disturbed, juvenile delinquents, and various disadvantaged youth.

(d) The selection process should identify those who can benefit from this type of program, therefore, program objectives should be made as clear as possible to all students who apply. Figure VI.11 is an example of a form which can be utilized in making the selection of students.

SITE IDENTIFICATION

Site identification is not easy and may in some cases be impossible. For one thing, schools have become physically and socially isolated from the rest of the adult community to the point where most teachers have few acquaintances among the town's employers. In fact, many towns have few employers altogether and provide little opportunity for youth employment within the immediate neighborhood of the school. As a result the teacher who is trying to identify job or intern sites must venture to strange territory and deal with out-of-the-ordinary people, many of whom are not likely to be sympathetic to the cause of teenage employment.

There are some tricks to successful site identification, but most importantly a great deal of patience, attention to detail and hard work are needed. In general, a personal approach with employers pays off:

- Learn the names of key management personnel.
- Develop a good working relationship with both actual and potential employers.
- Keep going back after the first contact.
- Learn to take "no" for an answer, but be able to ask a second time.

Figure VI.11
Student Selection Form

STUDENT INTERVIEW

1. Name ______________________________

2. Age __________ Year in School __________

3. What would you like to do after graduation? ______________________________

____

4. What kind of training are you seeking? ______________________________

5. Have you discussed this with your parents? ______________________________

6. Have you discussed this program with your counselor? ______________________________

7. Where did you hear about this program? ______________________________

8. Have you had any work experience? ______ If yes, doing what? ______

____

9. What did you like about this work experience? ______________________________

10. What did you dislike about this work experience? ______________________________

11. How much did you earn per hour? ______________________________

12. What do you feel you have to contribute to this program?______________________________

____

13. Subjects you like best? ______________________________

Least? ______________________________

14. Are you active in any school clubs? ______ If yes, list them ______

____

15. Are you planning to participate in any school activities like band, sports, drama, or debate? ______

16. Will this interfere with your training hours? ______________________________

17. Do you have a *good* record of attendance and discipline? ______________________________

18. What wage per hour would you expect to receive? ______________________________

19. Why do you feel you should be in a Cooperative Occupational Education program? ______________________________

____

Recommendation of teacher-coordinator ______________________________

____

____

____

____

*Source: Denver Public Schools, Cooperative Occupational Education Program.

- Expand your definition of acceptable sites, if possible within the guidelines of your program, to include non-paid intern positions, apprenticeships or volunteer social service jobs.

- Continue to present a positive image of your program, your students and yourself.

COMMUNITY SURVEY

There are several means of formalizing the process of site identification and selection. The most widely used, especially in specialized occupational programs, is the community survey.

It is important that the individual who is going to conduct a community survey first determine the information needed. The following types of information are useful in the establishment of a work-experience program:

- the general employment trends in the community;
- the names and number of employees in the community that have the potential of providing work experience;
- the names of employers expressing a desire to participate in the program;
- employment requirements for entry-level jobs with the various employers being surveyed;
- the availability of intern sites, primarily at government or non-profit agencies;
- the opportunities for volunteer work;
- the need for community service projects which might be undertaken by the club or youth organization chapter;
- the issues of concern to employers - labor problems, traffic patterns, zoning, taxes - which might arise in classroom discussions;
- labor market demand for trained employees in the various occupations where placement is possible;
- supervision;
- ability of employee to work well and help students; and
- career opportunities.

THE MAIL QUESTIONNAIRE

This is the most common method used to conduct community surveys. It is a good practice to send a cover letter from the Superintendent of Schools or administrative officer responsible for cooperative education with the questionnaire. The letter should explain the need for the survey and ask for the cooperation of employers. A self-addressed stamped envelope should be sent with the questionnaire and also a brochure explaining the program.

The following forms (Figures VI.12 and 13) can be used as guides in the development of questionnaires and interview forms. They should be adapted for local use by including types of information that are specifically needed in a particular community.

Figure VI.12

Sample Cover Letter for Cooperative Work Experience Survey

Guidance Department
ABC High School
Someplace, Mass.

Employer
Business A
Someplace, Mass.

Dear Employer:

Part of ABC High School's new Career Guidance Program encourages students to explore work. We hope to provide a wide range of opportunities for the students during their work exploration process from games and simulations through volunteer work and actual part-time employment. We would appreciate some assistance from you as a community member in this project.

We are sending out a brief questionnaire to many local employers. We expect that the data collected from this survey will provide us with information for further planning and development of ABC's Career Guidance Program.

We are attempting to compile information about our local industries and would appreciate it if you could fill out the enclosed questionnaire and return it to us by _________ (date) in the stamped self-addressed envelope. Your assistance would be a great help to us.

If you have any questions or suggestions, please give me a call (345-6789). Thank you.

Sincerely,

George Baker
Director of Career Guidance

Figure VI.13
Work Experience Survey

All information contained on this form will be kept in strict confidence. The information you and other employers furnish will be used for school planning purposes only. If there are any questions which you do not wish to answer please omit them.

Name of Organization ____________________

Type of Work ____________________

Address ____________________ Phone __________

Name of Owner or Manager ____________________

Number of persons employed:
  Full-time employees:
  Part-time employees:

Beginning salary of employees hired (please state average or range).

__________ Full-time __________ Part-time

Are there company or union regulations regarding part-time employees?
Yes ____ No ____

If yes, please explain ____________________

____

List the three most important factors considered when hiring a new entry level employee:

1. ____________________

2. ____________________

3. ____________________

Would your firm be interested in employing students enrolled in the cooperative work experience program? Yes ____ No ____

If yes, what types of training positions would be available? __________

____

Would you like more information concerning work-experience? Yes ____ No ____

Additional comments: ____________________

____

__________ Date

__________ Name and title of Company Official

SELECTION OF WORK SITES

Based on the information derived from the survey and from other data available, the coordinator will have to select appropriate sites. In times of high unemployment this task is a difficult one because many students are eager to take any job at all, and most of the jobs are largely devoid of educational value. The following questions may serve as a useful guide in making this determination. In addition, Figure VI.14 illustrates a form useful for work-site selection.

(1) Does the prospective work site satisfy all federal, state and local laws regarding the employment of youth?

(2) Is the job suited to the work-experience?

(3) Does the employer have a clear understanding of the work-experience program and is he or she sincerely interested in participating in the program?

(4) Does the business have equipment and working conditions that will provide a good training program and on-the-job work experiences for the students?

(5) Will the training be compatible with the student's career objective or objectives?

(6) Will the employer accept and help develop a training plan which provides the student job rotation?

(7) Is a training sponsor or supervisor present who can help and evaluate the student?

(8) Can the employer provide sufficient hours of regularly scheduled employment to accomplish the goals of the program and the objectives of the students?

(9) Does the organization provide prospective full-time employment for students after graduation?

(10) Is the occupation dangerous or likely to be detrimental to the student's physical, mental or moral well-being?

(11) Will the student receive the same wages as other part-time employees?

(12) Does the employer provide a chance for advancement during the training period and after being graduated from school?

(13) Is the location accessible to the student and the coordinator?

(14) What is the reputation of the employer in the community?

(15) Does the employer have a good relationship with labor?

(16) Does the employer honor equal opportunity laws?

(17) Does the employer practice affirmative action?

Figure VI.14

Rating Chart for Prospective Work Sites

Occupation ______________________________ Employer ____________________

Address ____ Date __________ 19_____

Name of Owner or Manager ____

Trait to be Rated	Poor 1	Fair 2	Good 3	Excellent 4	Superior 5
1. Employer's interest in cooperative training	____	____	____	____	____
2. Available training facilities and personnel	____	____	____	____	____
3. Opportunity to gain competence in an occupational skill	____	____	____	____	____
4. Provisions made for supervision	____	____	____	____	____
5. Opportunity for employment after training	____	____	____	____	____
6. Opportunity for advancement	____	____	____	____	____
7. Reputation of employer	____	____	____	____	____
8. Pay scale	____	____	____	____	____
9. Opportunity to be responsible	____	____	____	____	____
10. Regularity of part-time employment	____	____	____	____	____
11. Distance of business from school	____	____	____	____	____
12. Lack of hazards	____	____	____	____	____
13. Employer's understanding of teenagers	____	____	____	____	____
14. Employer's pride in his or her own work	____	____	____	____	____
15. Ability to work with the students in non-traditional career roles	____	____	____	____	____

(18) Does the employer have realistic expectations of student interns?

(19) Is the employer sensitive to students' needs for recognition, guidance and direction?

After the coordinator has gone over the above questions, he or she should proceed to contact employers to secure their participation in the program. It is important that the employers thoroughly understand the program and any doubts be clarified before the final selection. The coordinator should see that the following points are clarified with each employer:

- The employer is in partnership with the school in the work-experience program.
- The program is for training and not just for placement of students in part-time employment.
- The student is enrolled in classes in school where instructional material directly related to the job is presented.
- The student should understand when, how and why he or she is moved from one area to another within the organization, and that this action is a carefully planned one.
- The student has the same status as other part-time employees in matter of Social Security, insurance and labor law.
- Periodic rating based on the job performance of the student should be made and reported to the coordinator and shared with the student.

SITE PLACEMENT

Effective placement really begins before job sites are determined. Before a coordinator can identify what would be a suitable work station, he or she must survey student needs. That might be done by having students fill out a pre-placement form or during an interview between the coordinator and the student. An interview offers definite advantages. It provides for two-way communication and clearly involves the student in the placement process from the very beginning. In either case, an attempt should be made to determine what kind of work particularly interests that student and fits the student's background or skills level, and to identify any possible constraints on placement--such as transportation, scheduling problems, or other conflicting activities or responsibilities. An interview gives the coordinator an opportunity to carefully explain the placement process and to help the students develop their learning goals for the coop experience. Prior to placement, classroom activities should be designed to help students prepare themselves for interviews. These activities might include skill self-analysis, so that each student can see what he has to offer a potential employer. Students might also fill out sample application blanks, develop resumes and role-play job interviews.

Once suitable job sites have been identified and employers have agreed to hire a cooperative or work study student, the coordinator's role should be to aid in the actual employment of each student. The coordinator's role in the actual placement process might look like this:

(1) Announce all openings to the students.

(2) Have each student identify several openings of interest.

(3) Help set up interviews. It's sometimes convenient to ask each employer to set aside a block of time on a particular day to interview all of the students who are interested.

(4) Send students' resumes to employers prior to interviews.

(5) Talk with students who went on the interview to determine how they feel about that opening.

For continuity, a brief overview of placement is presented here. A more detailed discussion of the subject is presented in a following section of this Chapter.

SUPERVISION

One of the coordinator's responsibilities is to visit students at their work sites on a regular, possibly bi-weekly, basis. These visits can serve several purposes:

(1) Allow the coordinator to observe the student in the work environment.

(2) Provide an opportunity for the coordinator and the student's immediate supervisor to informally evaluate the student's progress, attitudes and work habits.

(3) Serve as a reminder to the student and the employer that the work assignment is a learning experience.

Students generally enjoy having their coordinator visit them. It makes them feel special, and reminds them that their job is an important part of their education. The coordinator can use these visits to encourage students in their work by complimenting them on something they are doing well or by telling them some of the good things their supervisor has said about them. Students who are on an alternating plan like to hear about what is going on in school and what other students are doing in their jobs. Visits should be relaxed, supportive and encouraging rather than heavily evaluative.

Often coordinators find their visits get routine and do not seem to serve any purpose. This is particularly true when students have held a job for a semester or more and most problems seem to have been solved. Here are some more suggestions for improving site visits:

(1) Take one of the student's academic teachers with you. This might give that teacher a new perspective about both the student and the value of work experience, and gives the teacher some impetus for adapting class curriculum to integrate the students' work experience.

(2) Arrange for a meeting of the three of you--coordinator, supervisor and student--perhaps over coffee in the employee's lounge. This will give all of you a chance to talk together in a relaxed atmosphere.

(3) Take a student along with you, perhaps one who is thinking about enrolling in a cooperative program.

(4) Ask a prospective employer to go on visits with you some afternoon. The employer will get a chance to see cooperative students at work.

(5) Have other students in the program visit several of their fellow students with you to evaluate their work stations for desirability, learning potential and so forth.

Tools of Supervision:

The training plan. The training plan assures that the student will follow a planned rotation of jobs while he or she is on the job. This is a listing of the various departments in which the student will work, duties in each department. The training plan is developed cooperatively by the coordinator, the job supervisor, and the student. When preparing an individual training plan the coordinator should be guided by certain key questions. First, what kind of skills do we want the student to acquire, and second, what related instruction will the student need in order to get the most out of his cooperative education experience?

Each performance criterion included in the individual training plan should identify the kind of skill a student should be able to demonstrate at the end of the cooperative experience program. Ambiguity is eliminated and the coordinator, student and employer understand individual obligations.

The training agreement. A training agreement (Figure VI.15) is necessary to clarify the role of each person involved in the program. Although not a legal agreement, it should outline the specific training commitment of the major parties involved in the program. The agreement may take numerous forms but should include:

1) Statement of program purpose.

2) Career goals of the student.

3) Occupation to be taught.

4) Duration of the work experience program period.

5) Schedule of work and school (minimum and maximum hours of work).

6) Beginning wages and conditions governing wage increases.

7) Employer responsibilities.

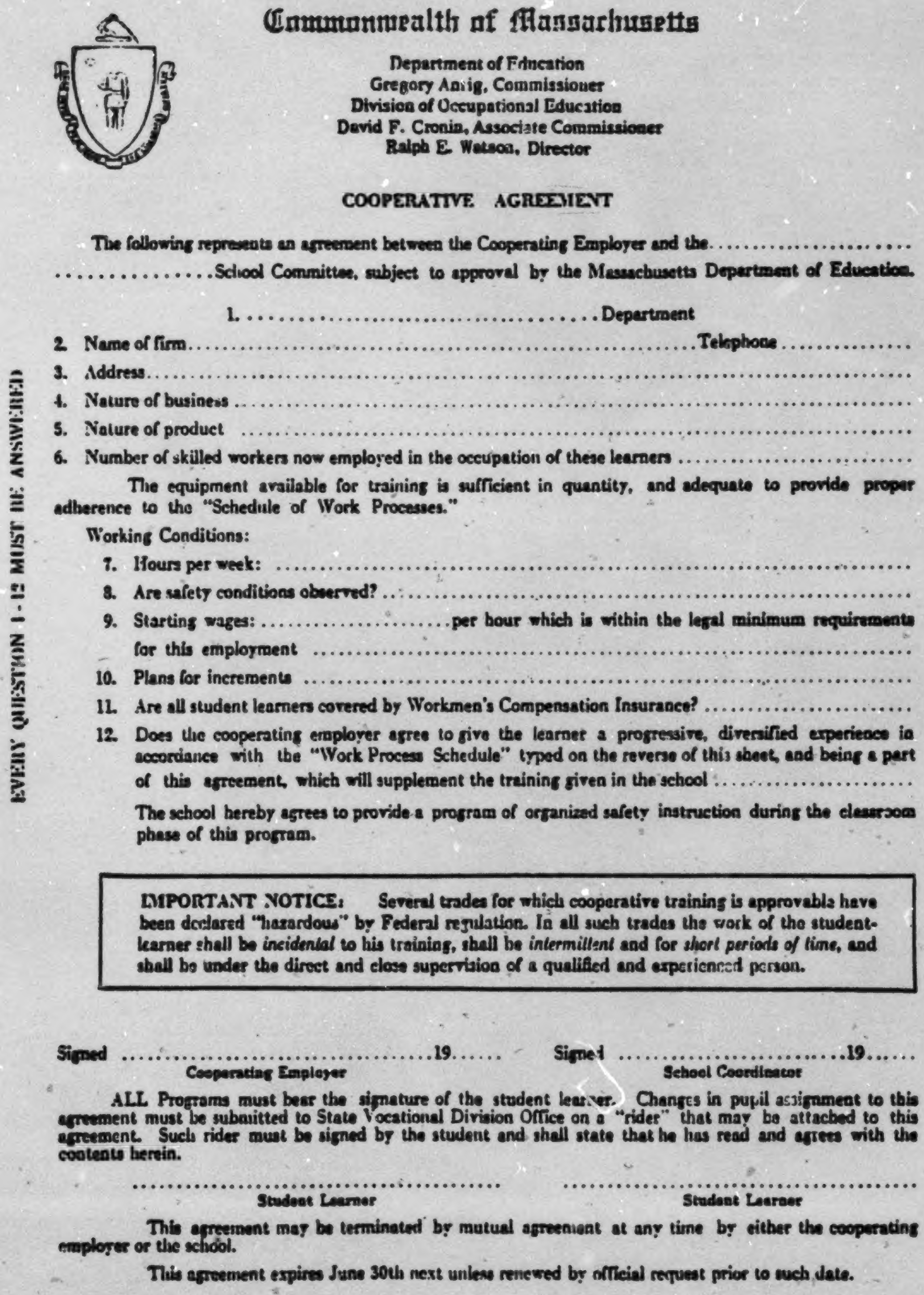
8) School and coordinator responsibilities.

9) Student responsibilities.

The weekly planning calendar. An advance schedule of events and commitments is a vital part of a coordinator's planning effort.

The progress report. This tool helps the coordinator evaluate the past week's performance, by noting those projects accomplished and those which must be completed in instruction, coordination, the club program, public relations, etc. The coordinator will find that in most school districts the administration has little knowledge of what he or she does during released time. It is therefore important to keep the administration informed of coordination activities. A form might be routed to the superintendent and the principal. Such a form might contain a day-by-day account of the coordination visits, the name of the firm, and the purpose of the visit. The coordinator will also find it advantageous to leave an itinerary with the school office each day before leaving school. (See Figure VI.16).

Figure VI.15
Training Agreement



Commonwealth of Massachusetts

Department of Education
Gregory Anrig, Commissioner
Division of Occupational Education
David F. Cronin, Associate Commissioner
Ralph E. Watson, Director

COOPERATIVE AGREEMENT

The following represents an agreement between the Cooperating Employer and the ....School Committee, subject to approval by the Massachusetts Department of Education.

1. .... Department
2. Name of firm .... Telephone ....
3. Address ....
4. Nature of business ....
5. Nature of product ....
6. Number of skilled workers now employed in the occupation of these learners ....

The equipment available for training is sufficient in quantity, and adequate to provide proper adherence to the "Schedule of Work Processes."

Working Conditions:

7. Hours per week: ....
8. Are safety conditions observed? ....
9. Starting wages: ....per hour which is within the legal minimum requirements for this employment ....
10. Plans for increments ....
11. Are all student learners covered by Workmen's Compensation Insurance? ....
12. Does the cooperating employer agree to give the learner a progressive, diversified experience in accordance with the "Work Process Schedule" typed on the reverse of this sheet, and being a part of this agreement, which will supplement the training given in the school ....

The school hereby agrees to provide a program of organized safety instruction during the classroom phase of this program.

EVERY QUESTION 1-12 MUST BE ANSWERED

IMPORTANT NOTICE: Several trades for which cooperative training is approvable have been declared "hazardous" by Federal regulation. In all such trades the work of the student-learner shall be *incidental* to his training, shall be *intermittent* and for *short periods of time*, and shall be under the direct and close supervision of a qualified and experienced person.

Signed ....19...... Signed ....19......
Cooperating Employer School Coordinator

ALL Programs must bear the signature of the student learner. Changes in pupil assignment to this agreement must be submitted to State Vocational Division Office on a "rider" that may be attached to this agreement. Such rider must be signed by the student and shall state that he has read and agrees with the contents herein.

....
Student Learner Student Learner

This agreement may be terminated by mutual agreement at any time by either the cooperating employer or the school.

This agreement expires June 30th next unless renewed by official request prior to such date.

Figure VI.15 (cont.)

SCHEDULE OF WORK PROCESSES

Recommended for Approval ....
Director

Figure VI.16
Coordinator's Progress Report

Week ending ______________________________

Name ______________________________

****** ****** ******

Most important accomplishment in the past week:

____

____

____

____

Summary of Activities

Instruction

Supervision

Promotion

Other

____
(Signature)

The coordinator's site visit notes. During a typical week the coordinator visits many work sites. To help recall the details of the visit, a written report becomes useful. After each visit, the coordinator should record the details concerning that nature of the business, attitude of workers toward the coordinator and student, specific operations in which the student was engaged, personal appearance of the student, apparent interest of the student in the work and the apparent interest of the employer and the sponsor in the student. (See Figure VI.17)

SUMMARY

Work experience is an option that many schools are selecting in order to provide students with opportunities that are not available in the traditional classroom. Experience has shown that work experience programs have benefits to the school, employer and community as well as the student. Community-based programs can be closely related to a student's academic program or they can be for general motivation or enrichment, or to provide exploration and to determine suitability to student interests. They can be paid or non-paid.

Implementing work-experience programs includes four major components. The first, student recruitment and selection, includes advertising the program, setting selection criteria, interviewing students and making selections. The next, site identification, involves contacting prospective employers, interviewing them and making a selection. Once students and sites are selected, the third step, site placement occurs. This includes matching student and employer needs, setting up interviews and good interview discussion with student. The fourth and last step is supervision. This covers developing a training plan to be followed by student on-site supervision, monitoring student progress and conducting site evaluation. Through this process, it is anticipated that students will increase their sense of responsibility, commitment and skills to guide their career development.

Figure VI.17

Site Visit Notes

Student's Name ______________________ Date __________ Time _____
Place of Work ______________________ Job Title ______________
Job Supervisor ______________________

---

1. Job content -- what does the student employee do?

Your Observation:

Student's Self Report:

Job Supervisor's Report:

2. Opportunities for learning -- what can the student learn?

Your Observation:

Student's Self Report:

Job Supervisor's Report:

3. Other Comments:

RESOURCES

HANDBOOKS, GUIDES, MANUALS

A Guide for Cooperative Vocational Education. Minneapolis, Minn.: College of Education, Division of Vocational and Technical Education, University of Minnesota, 1969. (125 pp.) This publication provides answers to such questions as (1) What form of cooperative education is best for a specific school? (2) How can student needs be met through cooperative work-experience education? (3) How can the coordinator best supervise the participation of employers? (4) How can administrative relationships be established? (5) How should cooperative programs be staffed? and (6) How can cooperative programs be improved?

Alabama Guide for Cooperative Vocational Education. Montgomery: State of Alabama, Department of Education, Division of Vocational Education, 1970. (44 pp.) Prepared for coordinators in Alabama by the Alabama Department of Education, this guide can be helpful to those in any state in (1) justifying the local need for cooperative work-experience education, (2) providing related study, (3) extending training opportunities, and (4) developing good public relations.

Handbook on Work-Experience Education. Sacramento: California State Department of Education, 1972. This publication centers on (1) creating the district plan to fit needs, (2) successful operation of work-experience education programs, (3) special programs for students with special needs, and (4) coordinator problems.

Hruska, Jack and Popper, Walter. *Learning Through Work.* Amherst: University of Massachusetts, Center for Occupational Education, 1976. (127 pp.) A resource book for secondary school cooperative work-experience programs. Both a theoretical and workbook approach are presented on the subject. A number of issues unique to Massachusetts are highlighted.

Huffman, Harry, et.al. *Guideline in Cooperative Education.* Columbus: Ohio State University, Center for Vocational and Technical Education, 1967. (255 pp.) A distillation of the discussion, interaction, and conclusions that were drawn at the National Seminar on Cooperative Education (August 1-5, 1966). Included are specific guidelines, the papers presented at the seminar, forms for cooperative education, and selected bibliography.

Partners in Education Teachers Manual. Fort Worth, Texas: Fort Worth Public Schools, 1971. (56 pp.) This manual has especially pertinent sections on (1) selecting training stations, (2) training plans, (3) related class instruction, (4) coordination activities, and (5) public relations.

Programs for Educable Retarded Pupils in the Secondary Schools. Trenton: New Jersey State Department of Education, 1966. ED 012 981. (6 pp.) Recommendations for fitting the mentally retarded into high school programs; especially work-experience programs. Characteristics, objectives and suggested student placements are listed.

Strategies for Implementing Work-Experience Programs. Bloomington, Indiana: McKnight Publishing Company, 1975. (291 pp.) A manual to serve as a guide and reference for administrators and coordinators to formulate and operate programs. Looseleaf format with many examples and step-by-step procedures.

Teacher-Coordinator Handbook, Cooperative Occupational Education. Lakewood, Colorado: Jefferson County Public Schools, 1970. (80 pp.) This appears to be one of the better handbooks prepared by individual school districts. The chapters most useful to those outside Jefferson County are (1) The Teacher-Coordinator Begins His Work, (2) Selection and Placement of Student-Learners, (3) Related Instruction, (4) Aids for the Teacher-Coordinator, and (5) Standards for a Cooperative Occupational Program.

RECOMMENDED PROFESSIONAL READINGS

Brayfield, Arthur H., and Crites, John O., "Research on Vocational Guidance: Status and Prospect." "In Henry Borow (Ed.), *Man in a World of Work.* Boston: Houghton Mifflin Company, 1964.

Burchill, George. *Work Experience Education Programs for Secondary Use.* Atlanta: National Conference on Exemplary Programs and Projects, 1969.

Cooperative Supervised Job Training Program, the Final Report and Evaluation. Chicago: Illinois State Board of Education and Rehabilitation, August, 1966, ED 014 540. (54 pp.)

Davis, Dwight and Borgen, Joseph. *Planning, Implementing and Evaluating Career Preparation Programs.* Bloomington, Ill.: McKnight Publishing Company, 1974.

Hamburger, Martin. *The Significance of Work Experience in Adolescent Development.* A Discussion Paper prepared for the U. S. Office of Education, Division of Adult and Vocational Research, Washington, D. C.: Office of Education (DHEW). January 1967. ED 019 403. (17 pp.)

Hoyt, K. B. "Professional Partnerships to Serve Students." *American Vocational Journal*, 41:23-5, October 1966.

Jordan, Jean P. "Exploratory Behavior: The Formulation of Self and Occupational Concepts." In Donald E. Super, *Career Development Self-Concept Theory.* New York: College Entrance Examination Board, 1968, (pp. 79-94).

Kaufman, Jacob J., et al. *The Preparation of Youth for Effective Occupational Utilization, The Role of the Secondary School in the Preparation of Youth for Employment.* University Park, Penn: Pennsylvania State University, February, 1967, ED 011 060 MF $.65; HC $16.45. (448 pp.)

Kimbrell, Grady and Pelgeram, Marilyn. "Work-Experience Education-An Answer to the Question Who am I?" *Journal of Secondary Education*, May, 1970.

Lessinger, L. M. "Role for Honest Work and Socially Valued Service in the Formal Education Process." *Journal of Secondary Education* 42: 339-43, December 1967.

Los Angeles City Schools. *A Guide to Work Experience Education and Employment Placements: A Program for Senior High Schools.* Los Angeles, Cal.: Los Angeles City Schools, 1969, ED 042 002 MF $.65; HC $3.29. (78 pp.)

Mason, Ralph E. and Haines, Peter G. *Cooperative Occupational Education and Work Experiences in the Curriculum.* Danville, Illinois: Interstate Publishers and Printers, Inc., 1965, VT 002 987. See AIM Summer 1969. (518 pp.).

National Association of Manufacturers. *Community Resources Workshops: A First Step Toward Better Industry-Education Cooperation.* New York, New York: National Association of Manufacturers, 1970, VT 011 756. See ARM Summer 1971, (21 pp.).

Rowe, Patricia M., "Motivation and Job Satisfaction on the Work Term of Cooperative Students." *Journal of Cooperative Education*, November 1970, Vol. II, No. 1, pp. 13-23.

Sanders, Lester Earl. *A Comparison of Two Methods of Preparing Youth for Employment: Cooperative Occupational Education Versus The Preparatory Vocational-Technical School.* Unpublished Ph.D. Dissertation, Columbia, Missouri: University of Missouri, 1967, (Dissertation Abstracts 28: 4059-A).

Stadt, Ronald W. and Gooch, Bill G. *Cooperative Education: Vocational, Occupational, Career.* Indianapolis: The Bobbs-Merrill Company, 1977.

Super, Donald E. *Career Development Self-Concept Theory.* New York: College Entrance Examination Board, 1963, pp. 70-94.

Tapp, Gerald R. "Headstart DE: Summer Programs to Prepare Disadvantaged Students for the Regular Cooperative Distributive Education Program." *American Vocational Journal*, Vol. 44, No. 5 (May 1969), p. 26.

Venn, Grant. "Man, Education, and Work." Washington, D. C.: American Council on Education, 1964.

Weber, Edwin. *The Development of Performance Objectives for Teacher Coordinators of Cooperative Occupational Training Programs.* Ph.D. Dissertation, 1970, VT 011 675. See ARM, Spring 1971 (145 pp.).

Wells, Inez Ray. *Cooperative Office Education-Suggested Procedures for Organizing, Conducting, Coordinating, Instructing.* Columbus, Ohio: Ohio State Department of Education, May 1966, ED 014 535 MF $.65; HC $3.29 (81 pp.).

OPPORTUNITIES IN APPRENTICESHIP

??
?
APPRENTICEABLE
CAREERS

INTRODUCTION

There are a number of avenues through which to prepare young people for careers. Apprenticeship training represents one of these opportunities. It is a proven approach that has been recognized for thousands of years; yet most counselors are quite unfamiliar with its procedures. The purpose of this section is to help you better understand how apprenticeship training operates so that you might be better prepared to advise students about its possibilities for them.

OVERVIEW OF APPRENTICESHIP TRAINING

Apprenticeship is an industrial training program system covering more than 350 occupations. It is based upon a written agreement between the apprentice and the employer, by which a worker learns a skilled craft or trade while working. Apprenticeships usually require one or more years of on-the-job training under guidance and supervision by an experienced craftsman as well as technical studies in subjects related to a particular trade.

As apprentices progress in their training, they mature, acquire additional skills and master the application of those skills which they have already learned. Detailed work and study records are kept and the training progress of the apprentice is evaluated frequently.

Many jobs involving a specific skill or craft require union membership. Unions have taken the initiative to train young people, via apprenticeship programs, to become skilled craftsmen. Such inservice training programs have become a necessity for students choosing these careers. It is therefore important that you, as a counselor, assist your faculty with the orientation of the student to the concepts of collectivism and apprenticeship.

AFFIRMATIVE ACTION

From 1900 through 1960, with a brief exception during World War II, women held only 2 to 3 percent of the jobs in skilled trades. By 1970 women nearly doubled their representation, holding 5 percent of these jobs. All skills now report that at least some women are employed in their field.

Despite this progress, however, many women do not consider the apprenticeship route to skilled trades. The U.S. Department of Labor reports, "the majority of women in apprenticeships are found in cosmetology and a few other trades."[1] Federally funded outreach programs are presently trying to expand the outlook of women, counselors, prospective employers and apprenticeship councils.

Federal regulations on non-discrimination in apprenticeship and training were put into effect by the Secretary of Labor. These regulations set policies and procedures for equality of opportunity in apprenticeship programs registered with the Bureau of Apprenticeship and Training. Each state has its own equal opportunity plan consistent with the federal regulations.

These programs operate under Title III of the Comprehensive Employment and Training Act of 1973. Private groups, such as the building and construction councils of the AFL-CIO, the Urban League, the United Automobile, Aerospace and Agricultural Implement Workers of America and the Negro Trade Union Leadership Council, have contracts with the Department of Labor for disadvantaged persons' apprenticeship programs.

PROCESS

Apprenticeship programs are a cooperative effort involving management, labor, schools and government. Management provides the employment, labor trains the apprentice, schools educate the student in the necessary academic and vocational skills and government advises, assists and manages the local program. Many areas have local joint apprenticeship committees which test, select, indenture and register the student. The committee is also responsible for supervision and completion of the program.

As stated before, recognized apprenticeship programs are designed jointly by the employer and the union. These programs include the following features:

Pay:

- an increasing wage scale is set for the term of apprenticeship. The scale averages approximately one-half the wage scale of skilled craftspersons in that occupation.

Planning:

- a schedule of the work process is required, outlining the types of work the apprentice will learn.

---

[1] *Apprenticeship Past and Present.* Washington: U.S. Department of Labor, 1977, p. 22.

- a written contract between the apprentice and the sponsor is drawn, stating the responsibilities of each party.

On-the-job experience:

- contracted length of time is usually three to four years.
- contracted agreement of the terms of apprenticeship is signed by the apprentice and the sponsor.
- a probationary period of six months is set during which the apprentice or the employer may end the apprenticeship.

Supervising of work:

- the work and study of apprentices are supervised by skilled craftspersons or journeymen.
- those who operate the apprenticeship program are responsible for making sure the student learns the whole range of skills necessary for becoming a journeyman.

Related classwork:

- approximately 150 hours of classroom instruction is required, covering academic subjects or topics which may not normally be acquired on the job but are necessary for it. This classwork is taught after work hours.

Figure VI. 18 illustrates the apprenticeship process.

REQUIREMENTS AND APPLICATION

Requirements for apprenticeship vary somewhat from place to place. Some trades require a high school diploma or its equivalent while others do not. An entrance test is required and assistance is available for help in passing these exams through local AFL-CIO councils, Urban Leagues, Workers Defense Leagues and other community action agencies. Applicants must be able to work with both head and hands, demonstrating both the academic and the physical abilities necessary for performing the work of the trade.

Application for apprenticeship may be made to an employer, a labor union, a joint apprenticeship and training committee or the Division of Employment Security. Figure VI. 19 is a "Guide to Qualifications for Apprenticeship."

For more information, contact:

Apprenticeship Information Center
255A Huntington Avenue
Boston, MA
(617) 727-7468

OR

Massachusetts Division of
Apprenticeship Training
JFK Federal Building
Government Center
Boston, MA 02203
(617) 223-6740

CONCLUSION

Apprenticeship, as it was, has changed. During the last decade, the sex stereotyping and racial barriers often associated with the old construction-type apprenticeship programs have lessened. There is now nationally less emphsis on the traditional trades and more training programs offered in the emerging fields such as electronics and even energy.

Apprenticeship is not a program offering an easy way to a good job. A great deal of time and diligence is necessary for certification. However, as society's needs and interests have changed, horizons have been broadened for young people. Any student with the intellectual ability and mechanical interest necessary for craftsmanship should investigate apprenticeship as an alternative post-secondary training opportunity.

To further aid you in assisting students we are including some additional information. Figure VI.19 provides a list of occupations requiring training programs and the number of years necessary for completion of apprenticeship before certification. Figure VI.20 is the Department of Employment Security's "Guide to Qualifications for Apprenticeship" and Figure VI.21 is a glossary of terms used in apprenticeship programming. Each should be useful for guiding a student who is considering entry into a skilled trade.

Figure VI.18
Key Elements of Apprenticeship Training

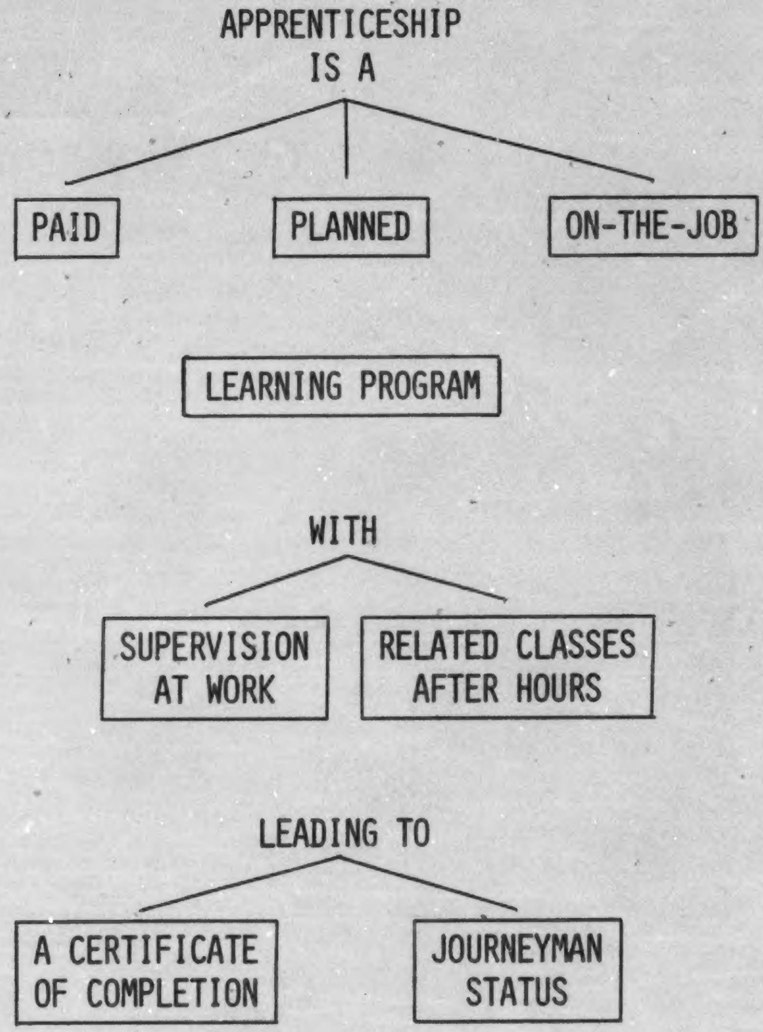

APPRENTICESHIP
IS A
PAID
PLANNED
ON-THE-JOB
LEARNING PROGRAM
WITH
SUPERVISION AT WORK
RELATED CLASSES AFTER HOURS
LEADING TO
A CERTIFICATE OF COMPLETION
JOURNEYMAN STATUS

Figure VI.19

Apprenticeship Programs

Following is a list of 79 occupations which require training programs for a period of two years or more. Some of these occupations are broken down into more specialized jobs, making a total of about 350 apprenticeable occupations. The National Apprenticeship Program (by the U.S. Department of Labor, 1976) offers the more extensive list and explanations. The numbers in parenthesis indicate the number of years of training required.

Aircraft fabricator (3-4)
Airplane mechanic (3-4)
Arborist (3)
Asbestos worker (4)
Automotive body repairman (3-4)
Automotive mechanic (3-4)
Baker (3)
Barber (2)
Boilermaker (4)
Bookbinder (2-4)
Brewer (2-3)
Bricklayer (3)
Butcher-meat cutter (3)
Cabinetmaker-millman (2-4)
Candy maker (3-4)
Canvas worker (3)
Carman (4)
Carpenter (4)
Cement mason (2)
Cook (3)
Cosmetician (2)
Dairy products maker (2-3)
Draftsman-designer (3-5)
Electrical worker (4-5)
Electroplater (3-4)
Electrotyper (5-6)
Engraver (4-5)
Fabric cutter (3-4)
Farm equipment mechanic (3-4)
Floor coverer (3-4)
Foundryman (2-4)
Furrier (3-4)
Glazier-glass worker (2-4)
Heat treater (4)
Jeweler (2-4)
Lather (2-3)
Lead burner (5)
Leatherworker (3-4)
Lithographer (4-5)
Machinist (4)
Mailer (4-5)
Maintenance mechanic repairers (3-6)
Metal polisher and buffer (3-4)
Millwright (4)
Musical instrument mechanic (3-4)
Operating engineer (3-4)
Optical technician (4)
Orthopedic prosthetic technician (3-4)
Painter-decorator (2-3)
Patternmaker (5)
Photoengraver (3)
Plasterer (2)
Plate Printer (4)
Plumber-pipefitter (4-5)
Printer (4)
Printing press operator (4)
Rigger (2-4)
Roofer (2-3)
Rotogravure engraver (5-6)
Sheetmetal worker (3-4)
Sign, scene, and pictorial artist (3-4)
Silversmith (3-4)
Stationary engineer (3-4)
Stereotyper (5-6)
Stoneworker (2-4)
Stonemason (3)
Tailor (4)
Telephone worker (4)
Terrazzo worker (3)
Textile technician (2-4)
Tile setter (3)
Tool and die maker (4-5)
Upholsterer (3-4)
Wallpaper craftsman (4-5)
Wire weaver (3-4)

Figure VI.20
Division of Employment Security Guide to Qualifications for Apprenticeship

A. Basic Qualifications

1. Applicants for apprenticeship shall make application on forms provided by the Joint Apprenticeship Committee and must meet the following requirements:

    a. Not under _______ or over _______ years of age.[1]

    b. Physically capable of performing the work of the trade.

    c. Shall be High School graduate, or its equivalent.

    d. Should take and pass a General Aptitude Test Battery.

B. Selection Procedure

1. After basic qualifications have been met the applicant shall wait to be called to be interviewed by the Joint Apprenticeship Committee.

2. The Committee may use a point system to determine the order of acceptance into the program, for example:

		Points
a.	High school graduate or its equivalent	10
b.	Mechanical and Technical	5
c.	Committee evaluation of physical ability	10
d.	Previous work experience	10
e.	Motivation and attitude	15
f.	Veteran of Military Service	10
g.	Satisfactory verification of character and work history	10
h.	Completion of aptitude test	15
i.	Appearance and character	15
		100

All applicants receiving 70 to 100 points shall be considered acceptable to be placed in training if an opening arises. Applicants receiving less than 70 points are considered not acceptable and shall be notified by letter.

3. The file on all applicants which are acceptable shall be kept in relative position to others in this category in regards to their scores. As facilities and work conditions allow openings, the highest rated applicant's file will be pulled and applicant notified to come in to sign Apprenticeship Agreement and to be placed into program.

---

[1] Depending on the requirements of the employer and the child labor laws respecting hazardous occupations.

4. Application period may be for any period of time required by program sponsor.

    a. Proper notification of this application period will be made to the Massachusetts Division of Employment Security and to the Massachusetts Department of Education.

5. No application shall be considered in a later application date. In such case applicant must reapply and follow same procedure as a new applicant.

6. No applicant will be allowed to go to work before signing his Apprenticeship Agreement and being given an Identification Card by the Joint Apprenticeship Committee.

All apprentice applicants shall be selected on the basis of qualification without regard to race, color, creed or national origin.

Figure VI.21
Definition of Terms

APPRENTICE: A qualified person of legal working age who has entered into a written agreement with an employer of Joint Apprenticeship Committee under which the employer of Joint Apprenticeship Committee is to provide an opportunity for the apprentice to learn an apprenticeable occupation.

APPRENTICEABLE OCCUPATION - is an occupation which:
Customarily must be learned by practical training on the job.
Is clearly identified and commonly recognized and accepted throughout the industry.
Requires 4000 or more hours of work experience to learn.
Requires related instruction to supplement the work experience.
Involves the development of skill sufficiently broad to be applicable in like occupations throughout an industry.

APPRENTICESHIP AGREEMENT: A written agreement, registered with the Maryland Apprenticeship and Training Council and recorded with the U. S. Department of Labor providing for not less than 4000 hours of reasonably continuous employment and for the participation in an approved schedule of work experience through employment which shall be supplemented by a minimum of 144 hours per year of related and supplemental instruction. This agreement is also known as an apprentice indenture.

APPRENTICESHIP STANDARDS: The document which incorporates the procedure for the training of apprentices, setting forth the terms and conditions of employment, training on the job, and related instruction. The duties and responsibilities, including administrative procedure, of the Joint Apprenticeship Committee (where applicable) are also set forth.

BUREAU OF APPRENTICESHIP AND TRAINING (B. A. T.): An agency of the United States Department of Labor that stimulates and assists industry in the development, expansion and improvement of apprenticeship and training programs. The Bureau's principal functions are to encourage the establishment of sound apprenticeship and training programs and to provide technical assistance to industry in establishing such programs.

BUREAU OF APPRENTICESHIP AND TRAINING FIELD REPRESENTATIVES: These men are the representatives of the Bureau of Apprenticeship and Training (B. A. T.) at the local level. Their duties are to act as advisors to all apprentices and apprenticeship programs. Since Maryland is an apprenticeship council state, they serve as agents of the Maryland Apprenticeship and Training Council. There are three area representatives in Maryland. (See the Appendix for the listing of their names and addresses.)

COMMITTEE: See "Joint Apprenticeship Committee".

JOINT APPRENTICESHIP COMMITTEE (J. A. C.): A group equally representative of management and labor established to carry out the development and administration of apprenticeship training programs. The Committee may represent labor-management interests at the national, state or local level.

JOURNEYMAN: A worker who has satisfactorily completed his apprenticeship and is classified as a skilled worker in his trade.

PROBATIONARY PERIOD: All apprentices shall serve a probationary or trial period. During the probationary period, the apprenticeship agreement may be cancelled at the request of either party thereto, and due notice must be given to the Committee. After completion of the probationary period, the agreement may be cancelled by the local committee after adequate cause has been shown, and all parties to the agreement have had an opportunity to be heard.

PROGRAM SPONSOR: An individual employer, a group of employers, or a combination of employer and employee group or groups who have undertaken to establish and operate a formalized apprenticeship program to develop skilled craftsmen in apprenticeable occupations.

RATIO: The number of indentured apprentices enrolled in formal training compared to the number of journeymen in a given area. (A definite ratio is set when the program is established.)

REGISTRATION AGENCY: A state apprenticeship agency recognized by and conforming to the standards established by the Federal Committee on Apprenticeship. For the State of Maryland, the registration agency is the Maryland Apprenticeship and Training Council.

RELATED INSTRUCTION: Apprentices are required to attend classes in subjects related to the trade each year of their apprenticeship. (144 hours per year of instruction is normally considered necessary.) To accomplish this, program sponsors request the vocational schools to establish classes of supplemental related instruction for apprentices. They also cooperate with the local vocational school officials in determining the subjects to be taught and the qualifications of instructors. The program sponsor may further recommend journeymen in the trade who have knowledge and ability to teach related classroom instruction.

STATE APPRENTICESHIP CONSULTANT: Any third party requested to assist the union and contractor or individual sponsor in developing or operating an apprenticeship program. Under no circumstances do consultants have a vote on the Joint Apprenticeship Committee.

TRADE ASSOCIATION: A group of firms with similar business or trade interests joined together for the overall advancement of their industry.

UNION: The duly recognized contractual bargaining agency for a specific company, trade area, or industrial group or groups.

WORK EXPERIENCE: The time an apprentice spends on the job under journeyman supervision learning, step-by-step, through demonstration and practice, the individual work processes of a chosen skilled occupation.

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JOB PLACEMENT

INTRODUCTION

In a study funded by the Division of Occupational Education in 1976 entitled *The Impact of Secondary School Occupational Education in Massachusetts*, the authors came to the following conclusion: "...secondary schools do a miserable job in helping students obtain employment." (p. 26)

The study found that only six percent of all high school students found their first job through a school source such as a teacher or guidance counselor. Given the fact that one of the educational goals for Massachusetts is to help students find their first job, it would appear that schools are falling short of their work. This section is written with the intent of assisting schools with this task.

OVERVIEW OF SCHOOL-BASED JOB PLACEMENT

The major purpose of a school-based placement office is to assist the students' transition from school to work by disseminating career and manpower information and by helping students find employment connected with their aptitudes, interests and abilities. In addition, a placement office coordinates activities between the school and community to strengthen the school-to-work linkages.

More specifically, the placement office serves three basic functions:

(1) Teaching students employability skills such as interviewing, job development, job retention, and resume writing.

(2) Providing a job bank for job seekers.

(3) Developing ties with business and other placement programs such as the Division of Employment Security.

School-based placement services help the student develop and implement his/her career plans whether it be immediate job placement after high school, summer vacations, or as a part of post-secondary training.

The placement service helps bring together the school and community. There is an exchange of ideas and the schools are able to update their curriculum. Although many employers from the community aid in upgrading the employability of youth, they seldom show a commitment to employ youth. Schools which do provide placement services which work closely with the area businesses and community can expect a stronger commitment on the part of employers to hire the young. Not only must the school, area business and community be involved, but also desirable is the active participation of parents, labor unions, professional organizations, government agencies and placement agencies.

There are three major groups--students, employers and school community--involved in the activities of a placement program. The program is effective to the degree to which it meets the needs of these groups.

To meet the needs of the *students*, the program has to initially establish an awareness program so that students know of the services that are available. The students need to have knowledge of what jobs are available and of those jobs, which are consistent with their needs and interests. One important goal of the placement office is to teach the students job acquisition skills necessary for them to obtain their own jobs, such as interviewing and resume writing as well as to provide them with a job bank.[1] The placement program should include a follow-up component which would serve to modify its existing curriculum based upon student outcome.

The placement program can benefit the *business community* by providing employers with a pool of students who are prepared to seek employment. Better informed students will result in keener student competition for jobs. The placement program should develop a feedback system with employers which would allow them to assess the strengths and weaknesses of their program.

In meeting the needs of the *school community*, the program serves as the control unit for all job placement activities. Because the placement program takes over one of the objectives of the guidance staff, it in turn frees them up to devote more of their time to counseling and other guidance activities. By providing a link to the community, important information can be obtained about the experiences of current students and recent graduates in the workplaces. This feedback from employers can be useful in modifying programs, curriculum and guidance services.

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[1] Modules for training students in job acquisition skills are presented in the section on Career Guidance Techniques-Group Activities.

IMPLEMENTATION

For a placement program to efficiently meet the needs of its students, it should address the following functions:

(A) Staffing

(B) Job Development

(C) Student Recruitment

(D) Referral

(E) Follow-up

In order to facilitate the implementation process, each of these functions is described below. Specific tasks which may assist in accomplishing the objective are outlined.

STAFFING

The time and effort needed for an effective program is largely dependent upon the size of the student population and the existing efforts related to placement. *Ideally, the following staff functions would best suit a job placement program. While most school systems cannot support such a staff at this time, it is hoped that these functions will provide a guide to developing future staff roles.*

Program Administration

1. address community leaders concerning the program
2. manage and implement employability skills training programs
3. interpret business needs for school personnel
4. relate to community executives as well as school administrators

Job Placement

1. develop and obtain job orders from community employers
2. provide referral services
3. compile and disseminate relevant career, occupational and manpower information to interested students, teachers and career education coordinators
4. gather student data for records

5. coordinate employability skills workshops
6. assist in follow-up studies and evaluation of work programs
7. provide feedback to teachers related to placement
8. participate in organizations, and coordinating programs for special students for placement opportunities

Job Development

1. develop line of communication with employers for relevant data and student feedback
2. help students in personal job development programs
3. encourage employers to employ youth
4. serve as a liaison to school staff

Office Support

1. receive telephone calls from employers to record the job opening information
2. compose letters to employers when contact is necessary for potential job development
3. post job openings for interested students and school personnel
4. record the names and dates of student referrals
5. arrange follow-ups on outcome of student referrals
6. call employers to find out if jobs are still available
7. record names and number of students hired
8. write and distribute minutes of staff meetings
9. type up, disseminate or post informational material identified by placement office staff

Placement Advisory Committee[2]

1. provide essential support and advice from a variety of viewpoints
2. give current information on local labor market
3. provide contacts with employers and labor unions

---

[2] Representing students, parents, educators, labor, industry, governmental business. This may be a subgroup of an already existing committee.

4. identify placement opportunities
5. assist in gaining community acceptance
6. provide a forum for identifying placement problems and resolving them

JOB DEVELOPMENT

The process of job development involves reaching potential employers who may hire students and graduates. These jobs are recorded on forms for record-keeping and then displayed for students and counselors to review. There are four main methods to accomplish this objective:

1. *Newspaper ads* can be read to identify job openings and then letters and brochures can be mailed. Recommended activities include:
   - obtaining newspapers and reading want ads on a regular basis
   - recording addresses and positions on Job Openings Information Sheet (Figure VI.22)
   - mailing out letters to employers about the placement program (Figure VI.23)
   - recording all relevant information from employers who call back
2. Employers can be contacted by *telephone* calls. Specific activities undertaken here would include:
   - obtaining lists of prospective employers (from the Chamber of Commerce, trade associations, or telephone book)
   - calling prospective employers to explain the placement program
   - recording either job information or follow-up required (Figure VI.24)
3. Review the job openings *microfiche* received from the Division of Employment Security (DES). Activities undertaken will encompass:
   - surveying the microfiche from DES Job Bank
   - selecting appropriate jobs
   - recording the jobs on the' Job Openings Information Sheet
4. A *visit* can be made to community employers. Appropriate steps to take would include:
   - selecting most promising employers first (based upon number of employees and suitability to hire school's students)
   - setting up appointment with personnel manager to explain the placement program

Figure VI.22
Job Opening Information Sheet

GAPS FORM P-004 JOB NUMBER ________

EMPLOYER ______________________ DATE ____________________

______________________ TELEPHONE ____/__________

______________________ CONTACT PERSON __________________

______________________ TITLE ____________________

D.O.T. NUMBER __________ ORDER NUMBER ______ O.E. CODE __________

JOB INFORMATION

JOB DESCRIPTION ____

____

WORK WEEK/HOURS __________________ FULLTIME_____ PARTTIME_____

PAY RATE ____

JOB DUTIES ____

____

____

APPLICANT QUALIFICATIONS DESIRED

AGE ______________________

EDUCATION ____

EXPERIENCE ____

____

SKILLS ____

____

PHYSICAL DEMANDS ________________________________

OTHER ____

NUMBER OF REFERRALS DESIRED ____________________

GISD
pmb/8/12/75

(cont. on next page)

REFERRALS

Figure VI.22 (cont.)

NAME	DATE	SCHOOL	STATUS	COMMENT

Figure VI.23
Response to Want Ad

Date

Address

Dear:

I recently saw your ad for a ______________________ in the (name of newspaper). Would you like to help in obtaining qualified employees for this opening or for any future openings? I may be able to assist you in finding the right employee.

Our placement system is designed to support and coordinate the efforts of school-based placement programs. Our objective is to place graduates and/or students in jobs consistent with their goals and training to meet the manpower needs of area employers.

The effort will benefit employers by saving time and money in hiring and training prospective employees. Jobs will be listed, applicants pre-screened, and qualified candidates referred for interviewing.

The enclosed brochure will give you additional information concerning placement. However, I would be interested in personally talking with you to develop a plan that will best serve your future needs in filling job vacancies. Please call me at ___________ to arrange a convenient meeting time or fill out and return the enclosed form. I look forward to working with you and assisting you in meeting your manpower needs.

Sincerely,

Shelly D. Brown
Placement Coordinator

Figure VI.24
Employer Contact Report

COMPANY ______________________ ______ DATE

______________________ ______ PHONE

______________________ CONTACT PERSON

( ) Visit
( ) Phone
( ) Mail

Results:

- visiting and explaining program
- if there is an opening, record information; if not, keep contact record (Figure VI.24)
- communicate appropriate information to students and staff

STUDENT RECRUITMENT

Student solicitation is one of the major components of any placement program. The level of awareness and interest of the student body relates directly to the degree of program effectiveness. The process of student recruitment helps provide the source for student awareness of the placement program. It equips the student body with a knowledge of the purpose of the program and what they could expect to gain from participating as well as an active student solicitation program aiding the placement program to reflect the interests and abilities of the student body.

Recommended steps to accomplish this objective would include:

1. developing brochures and student applications which reflect the program purpose, curricula and goals;
2. distributing handout materials to classes and student organizations;
3. consulting with school department heads in order to speak about program to all classes;
4. providing place where students can leave application which includes a brief resume of their name, class, interests, availability and jobs held (Figure VI. 25);
5. recording and filing student number of applications for future reference; and
6. updating and distributing relevant manpower, occupational and career information to students and school personnel.

THE REFERRAL SYSTEM

The referral system is a process which entails giving precise information to those students interested in any job openings. Student information would include time, place of interview, the contact person and the date. Referrals are made and documented once jobs are identified.

Specific steps in meeting this objective include:

1. telling interested students relevant job information (i.e., location, name of contact person, time);
2. recording student's name to be referred on employer record card;
3. giving student job referral card to take to interview (Figure VI. 27);
4. later recording results of referral. Check to find out if student was hired. If hired, record on separate form for student placement (Figure VI. 28).

Figure VI.25

Student Recruitment Form[1]

The Placement Office offers assistance and training to students in their career development. In order to determine the kinds of services you need and/or concerns you have, the Placement Office would like you to take a few minutes to complete the form below. We will contact you in the near future to set a meeting time to discuss your background and how we can best serve your needs.

Name ______________________________ Date ______________

Address ______________________________ Phone ______________

School Class: Freshman____ Sophomore____ Junior____ Senior ____

Please check the following Career Skills Workshops that you are interested in attending this year:

Career Decision Making ____ Application Form Filing ____

Resume Writing ____ Interviewing Techniques ____

The Placement Office maintains a job bank containing jobs within the community that are available to students. If you are interested in obtaining employment please check off below whether you wish part-time or a full-time after school job.

Part-time ____ Full-time ____ Other ____

Hours Desired ________ Hours Desired ________ Hours Desired ________

What period is your home-room? __________________

---

[1] Initial form to determine areas of interest and need.

Figure VI.26
Placement Office Student Form II[2]

Name ______________________________ Phone ____________

Address ______________________________ S.S.# ____________

Education

School Program ______________________________
(e.g., business, college preparatory)

Type of Student ____________________
Grade Point Average ____________________
Extracurricular Activities ______________________________
____
____

Expected Date of Graduation ____________

Do you plan to: Attend a college or university ________
Obtain a full-time job ________
Enter the military ________
Other ______________________________

Work History

Employer ____________________ From ________ To ________

Duties and Responsibilities ______________________________

Reason for Leaving ______________________________

Employer ____________________ From ________ To ________

Duties and Responsibilities ______________________________

Reason for Leaving ______________________________

What is your job goal? ____________________ (e.g., cook, maintenance, stock work, secretary, part-time employment, etc.)

When would you be available to work? ______________________________

What skills and knowledge do you have that would assist us in obtaining a job for you? ______________________________
____
____

---

[2] Follow-up forms to obtain specific education and work history for job placement determination.

FOLLOW-UP

1. *Short-Range Follow-up*

The short-range follow-up is important on all referrals. The follow-up should include a student meeting to review the outcome of the interview and a follow-up to the employer to determine whether their job is still open for students. Short-range follow-up provides the placement program personnel with the feedback needed to keep an accurate listing of job openings. Utilizing short-range follow-up accurate records on student placement will be kept so that there will be feedback on the program's effectiveness.

Recommended steps for completing this activity include:

a. reviewing job information sheets. Each sheet should have a date of listing with any student referrals on the back;

b. calling employers within four days to see if the job is to be kept listed. If job was filled, thank employer and put job information sheet in closed section of notebook;

c. keeping job listed and referring other students to the employer; and

d. sending employers a letter thanking them for their interest and support.

2. *Long-Range Follow-up*

Long-range follow-up is usually a survey of former students to provide information on their work status, salary, education evaluation, future plans and similar data pertaining to their transition to the world of work. A well organized and well structured follow-up system may provide useful information on former students. The follow-up data can be valuable feedback for revision of curricula, direction for new programs and for data of student employment. The follow-up can be designed specifically to gather data for stated objectives and goals.

Activities to accomplish this objective include:

a. developing and printing questionnaire (see Figure VI. 29);

b. sending questionnaire and return envelopes to students placed in jobs over the past year;

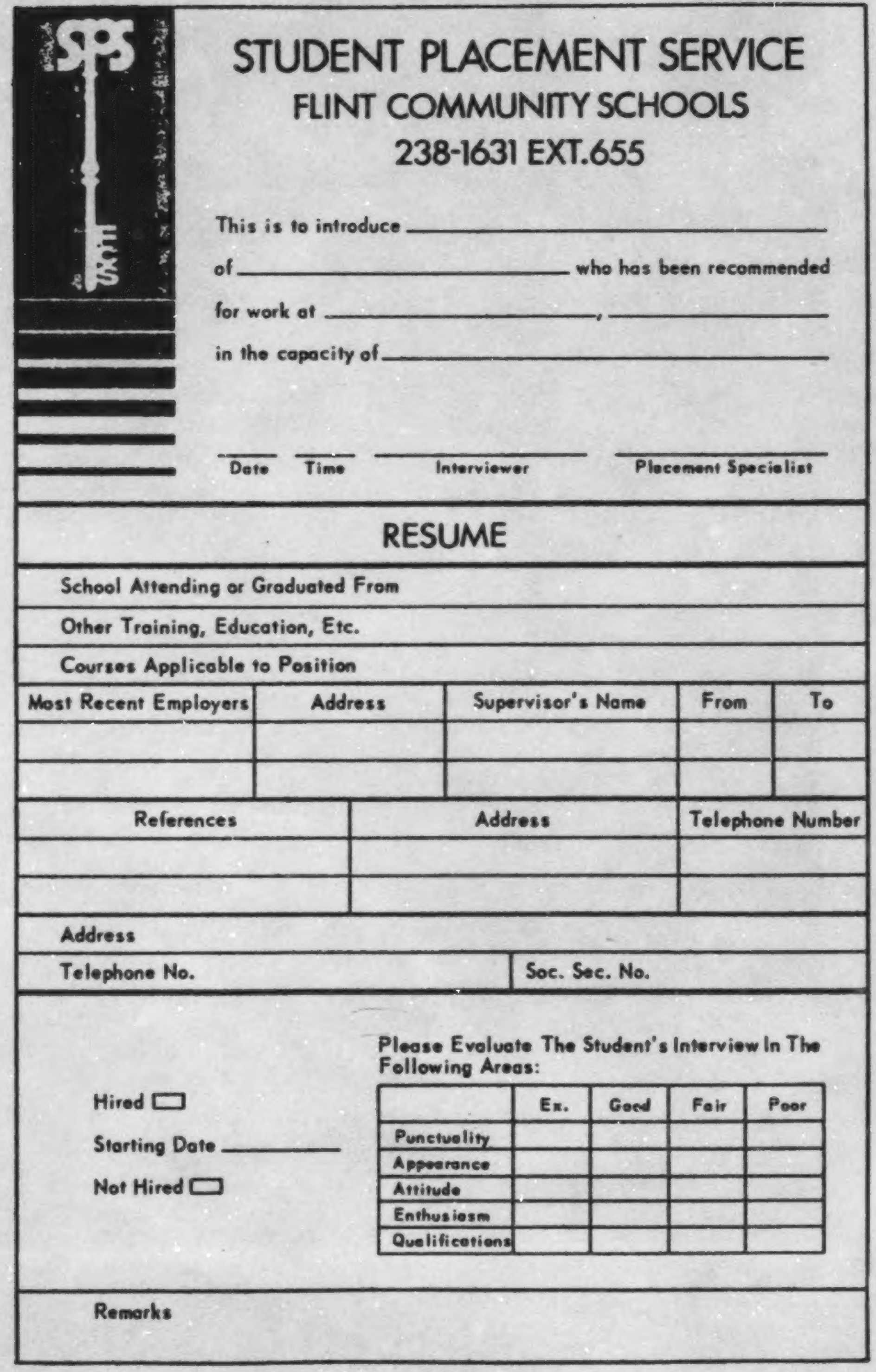
c. telephoning if possible those not responding in specified time;

d. tabulating data and analyzing results;

e. publicizing results to appropriate school and community persons; and

f. revising program based upon a student questionnaire.

Figure VI.27
Introduction Letter and Form



STUDENT PLACEMENT SERVICE

FLINT COMMUNITY SCHOOLS
238-1631 EXT.655

This is to introduce ____________________
of ____________________ who has been recommended
for work at ____________________, ____________________
in the capacity of ____________________

Date ______ Time ______ Interviewer ______ Placement Specialist ______

RESUME

School Attending or Graduated From
Other Training, Education, Etc.
Courses Applicable to Position

Most Recent Employers	Address	Supervisor's Name	From	To

References	Address	Telephone Number

Address
Telephone No. Soc. Sec. No.

Hired ☐
Starting Date ______
Not Hired ☐

Please Evaluate The Student's Interview In The Following Areas:

	Ex.	Good	Fair	Poor
Punctuality				
Appearance				
Attitude				
Enthusiasm				
Qualifications				

Remarks

Figure VI.28
Student Placement Sheet

(If hired, use this form to record.)

NAME OF STUDENT	JOB TITLE	Part Time	Full Time	DATE PLACED	NAME & ADDRESS OF COMPANY	CONTACT PERSON TELEPHONE NO

Figure VI.29
Student Follow-up Form (Mail)

HI!

WE ARE INTERESTED IN WHERE YOU ARE AND WHAT YOU ARE DOING. IN ORDER TO HELP YOU WITH YOUR CAREER, WE WOULD LIKE YOU TO FILL OUT THIS SHORT QUESTIONNAIRE.

PLEASE FILL IT OUT AND MAIL IT BACK TODAY! A POSTAGE STAMP HAS BEEN PROVIDED FOR RETURN MAILING.

HAVE
ANY QUESTIONS?
Call Job Placement
379-5240

DIRECTIONS:
1. USE PEN OR PENCIL.
2. PRINT
3. ANSWER ALL QUESTIONS.
4. MAIL TODAY!

I PRESENT EMPLOYMENT STATUS

a. ☐ Full-time (30 hours or more per week)
☐ Part-time (less than 30 hours per week)
☐ Unemployed

b. Kind of Job (Mark only one)
☐ Apprenticeship
☐ Sales-Clerk and Cashier
☐ Clerical-Office
☐ Food Service and Restaurant
☐ Technical
☐ Managerial
☐ Laborer
☐ Mechanical
☐ Housewife
☐ Armed Forces ______________ Branch

c. Place of Employment
Company Name ______________
Address ______________ Street City State

d. Job Description ______________
Title ______________

e. How did you get your job?
☐ School Job Placement ☐ Friend
☐ State Employment Agency ☐ Relative
☐ On my own ☐ Other (Specify)
____

f. How long have you been on your present job?
☐ Less than 1 month ☐ 1-2 months
☐ 2-3 months ☐ 3-4 months ☐ 4-5 months
☐ 5-6 months ☐ more than 6 months

g. Approximate weekly earnings
☐ $0-$24 ☐ $25-$49 ☐ $50-$74
☐ $75-$99 ☐ $100-$124 ☐ $125-149
☐ $150-over

II TRAINING INTERESTS

a. Are you interested in training in another area?
☐ Yes ☐ No.

b. If yes, indicate which area:
☐ Auto Body
☐ Auto Mechanics
☐ Carpentry

TRAINING INTERESTS (con't.)

☐ Civil Service
  ☐ City
  ☐ Educational
  ☐ Government
  ☐ Other (specify)
☐ College — ☐ 2 yr. ☐ 4 yr.
☐ Commercial Art
☐ Cosmetology
☐ Drafting
☐ Electricity-Electronics
☐ Dental
☐ Drafting
☐ Machine Trades
☐ Medical
☐ Military
☐ Office Work
☐ Sales
☐ Secretarial
☐ Tech. Schools
☐ Other ______________

c. Are you a high school grad? ☐ Yes ☐ No

d. If no to above, are you interested in:
☐ Completing high school
☐ Night School
☐ High School Equivalency (GED)

III PERSONAL DATA

a. Marital Status
☐ Married ☐ Single ☐ Divorced
☐ Separated

b. Do you have children? ☐ Yes ☐ No
How many? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

c. Where do you live?
☐ with parents ☐ rent own apt.
☐ own a home ☐ other (specify) ______________

d. Number of people living in your household
☐ father ☐ mother ☐ sisters
☐ brothers Total ______________

e. Your Birthdate _____month _____day _____year

f. Age Now ______________

IV EMPLOYMENT INTERESTS

a. Do you plan on changing jobs?
☐ yes ☐ no

b. If yes, describe briefly job desired:
____

c. How much money do you need to make per week? $_____

V TRANSPORTATION

a. Do you have transportation? ☐ yes ☐ no

b. Type: ☐ own car ☐ bus ☐ family car
☐ other (specify) ______________

VI TRAINING AND EDUCATION

a. Have you taken any further education or training since high school? ☐ yes ☐ no

b. If yes to above, check which type:
1. College (name) ______________
   ☐ full time ☐ part time
   ☐ public ☐ private
2. ☐ Adult Evening School
3. ☐ Art School
4. ☐ Business School
5. ☐ Nursing School
6. ☐ Technical School
7. ☐ Trade School
8. ☐ Cosmetology School
9. ☐ Other (specify) ______________

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | **FOLD UP AND SEAL** **SEE BACK**

COMMUNITY SUPPORT

Community support contributes to the school placement program by providing business/community linkages which help develop possible student openings. It involves developing and implementing strategies to gain community support. Through the process of developing community support the business/community gain an awareness of the placement program's purpose and goals.

Steps to accomplish this objective are as follows:

1. identifying prospective businesses and organizations who would need to be informed;
2. developing brochures explaining placement program objectives and include return cards indicating employer interest;
3. assigning office staff to telephone selected employers who did not respond to mailing;
4. developing presentations on placement which include film and slides;
5. writing news release;
6. having an open house (to include media: radio, television, etc.); and
7. recording those employer responses which indicate support based upon the preceding activities.

CONCLUSION

This section has dealt with the need and procedures for implementing a school-based job placement program. Evidence shows that very few young people use school resources for finding their first job. However, this problem can be overcome by implementing a job placement program that includes proper staffing, job development, student recruitment, referral and both short- and long-term range follow-up. Moreover, public relations is critical to the success of the job placement objective in order to educate the community and gain the support of employers.

Individuals wishing to work with students to teach them specific job getting skills should refer to Chapter V, Career Guidance Techniques - Group Activities.

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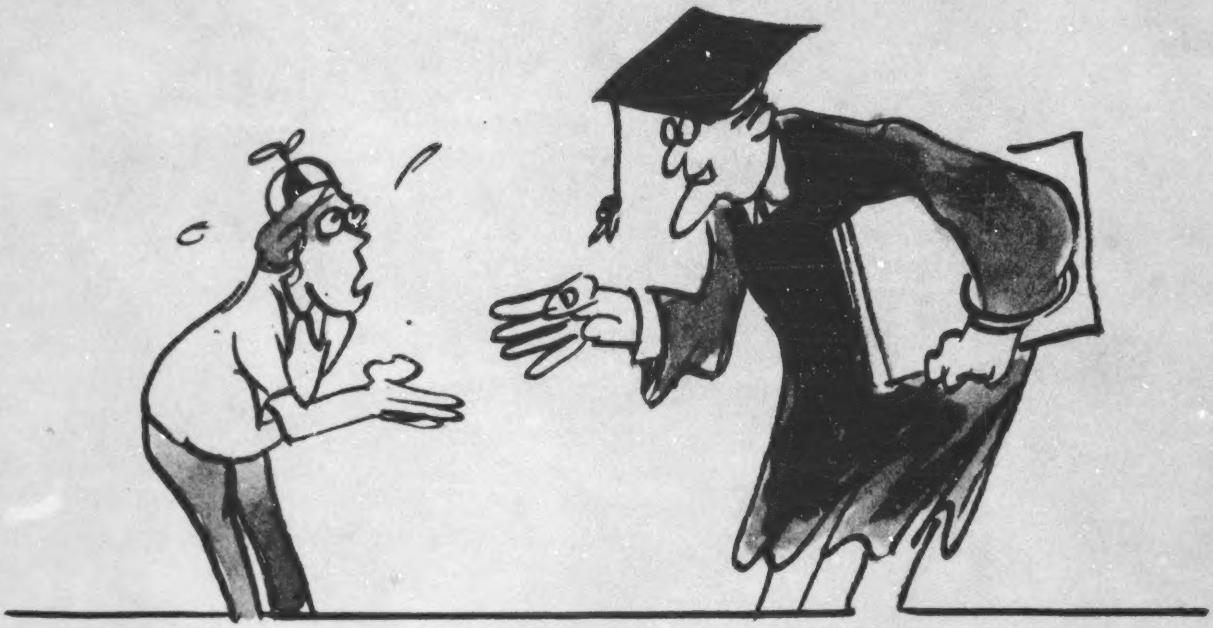
POST SECONDARY SCHOOL PLACEMENT AND FINANCIAL AID



INTRODUCTION

The application functions of a career guidance program--work experience, job placement and post-secondary school placement--are an integral part of your program. However, they must not be seen as functions separate from other program components. Discovery is necessary for deciding. Deciding is the first step for developing.

Post-secondary school placement and financial aid and counseling have long been part of career guidance. These functions are by no means an end to the career guidance process but a beginning. As your students enter post-secondary training to pursue their tentative career choice, they should continue to apply their understanding of the career development process.

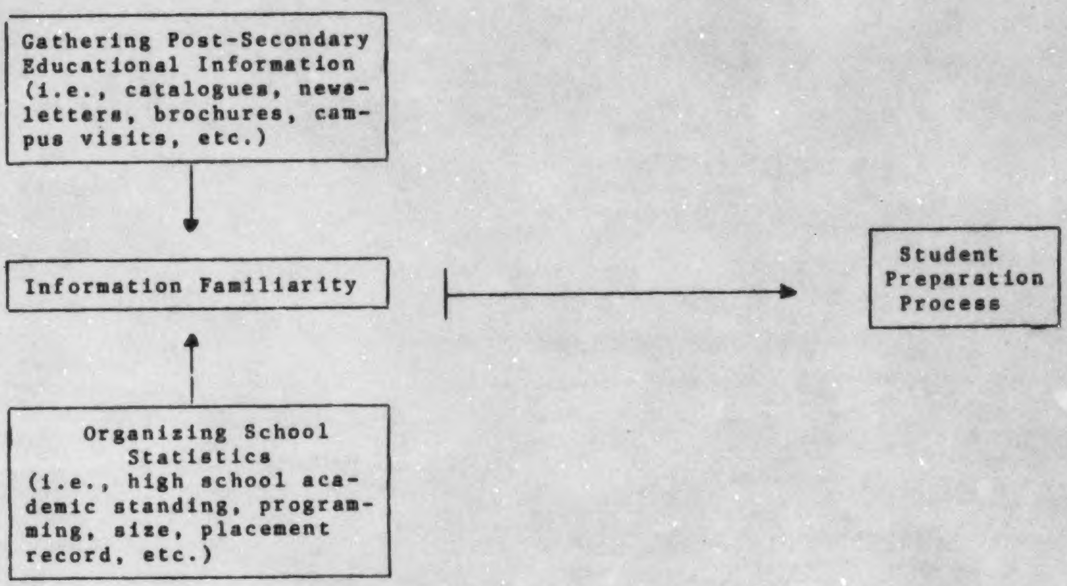
This section addresses steps in the post-secondary school placement and financial aid process. While these functions are, most likely, already familiar to you, this section represents a comprehensive overview of the subject and opportunities for extensive student participation.

POST-SECONDARY SCHOOL PLACEMENT

The post-secondary educational placement program varies little from the job placement process. In both cases, familiarity with the information about institutions or organizations your students plan to attend or begin their career with is paramount. The organizational process is illustrated in Figure 1 and addressed in the remainder of this first part.

Figure VI.30

Counselor Preparation Process for Post-Secondary Educational Placement


Gathering Post-Secondary Educational Information (i.e., catalogues, newsletters, brochures, campus visits, etc.)
Information Familiarity
Student Preparation Process
Organizing School Statistics (i.e., high school academic standing, programming, size, placement record, etc.)

In planning your program, you should first assess the materials you have on hand in your library, career resource center and/or computerized guidance system. This material should be kept up to date; this may easily be done by automatically mailing standardized request letters to admissions offices. You should also remember to request campus newspapers, recent statistics pertaining to college or vocational-technical school population and placement information, financial aid information, application forms, departmental catalogues, if available, and so forth. A "form letter" is perfectly welcome from admissions offices. It not only demonstrates your interest in that institution but your interest in your students as well. Most post-secondary schools encourage students to "shop around" instead of making an immediate choice which he/she may become dissatisfied with later.

These materials should be available for student use any time of the school day (you may even wish to design a loan system) and students should be encouraged to use these materials often.

FAMILIARITY WITH POST-SECONDARY INSTITUTIONS

You will be asked numerous questions by students wanting more information about their post-secondary choice. Familiarity with the schools' materials will prove very helpful, but not so helpful as specific familiarizing with the campus involved. You may wish to "brush up" on new developments on campuses you've visited by calling an admissions officer. Visiting a campus proves very useful as you can get a "feel" for the campus. Many colleges now offer group trips to their surrounding campuses for counselors only. Group rates are, of course, much less expensive than individual excursions and provide you with the opportunity to update yourself professionally by meeting and working with counselors from other schools. Also, direct communication with admissions officers provides useful information not only to you but to them as well. Such communication is a fine public relations tool.

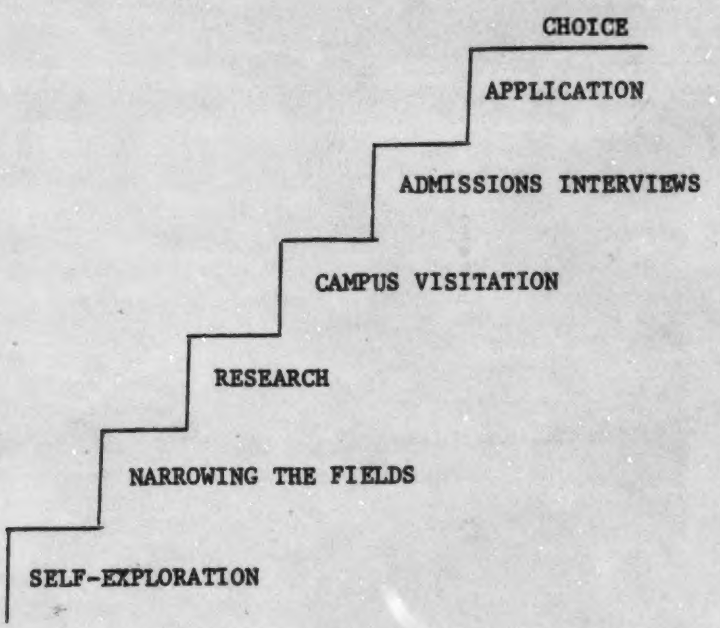
You should also schedule some time to meet with visiting admissions officers. Certainly, the main objective for their visits is to meet students, but they look forward to time alone with counselors as well. Remember, they should be as interested in your school and its educational system as you should be in theirs. Most admissions officers welcome the opportunity to get to know guidance staff. This eases their evaluation procedures, as they then have someone to turn to at your school when specific questions arise concerning the candidacy of a student.

One final note: when discussing a student's admission to a given school with a campus official, you will be depended upon to provide information regarding a candidate's capabilities, i.e., should the student take a reduced load his/her first year; is that student capable of handling a part-time job during his/her first year, etc. Your ability to assist admissions officers with such information adds credibility both to your student and to your school.

ORGANIZING YOUR STATISTICS

You should keep an annual record of your high school's academic standing, size, programs (both curricular and extracurricular) and placement record. You may wish to print these "stats" and distribute them to students. Enclosing this information with transcripts only helps your students' chances of acceptance to a school or job. Have your students learn this information as it is frequently asked for during entrance interviews.

Figure VI.31
Steps in the Student Preparation Process


CHOICE
APPLICATION
ADMISSIONS INTERVIEWS
CAMPUS VISITATION
RESEARCH
NARROWING THE FIELDS
SELF-EXPLORATION

PREPARING YOUR STUDENTS

You may wish to include a seminar in your career guidance program on post-secondary training selection. Whether students are planning to enter a school upon graduation or not, this information is generally of interest for them in their life planning (see Figure VI. 31). Following are steps they should remember to follow in making their decisions:

1. Self-exploration

   What are their values, attitudes, interests, capabilities, expectations and goals? This is the most important part of the career guidance function and students should have these questions answered before addressing the remaining steps.

2. Narrowing the field

   Decision-making activities emphasize the importance of this point. Have your students list the "requirements" for their post-secondary school choice:

   a. type of institution (i.e., two- or four-year)

   b. competitive level (i.e., should entrance evaluation select applicants by test scores, grades, etc.: what are the student's strengths?)

   c. curriculum, i.e., general (liberal arts) or specialized (technical); what programs are they interested in?

   d. cost (i.e., tuition, books, living expenses, lab fees, etc.)

   e. distance from home

   f. size of institution (i.e., large or small)

   g. location (i.e., urban or rural)

   h. student population (i.e., co-ed, separate)

   i. affiliation (i.e., religious affiliation, state institution, privately-endowed college)

   j. extracurricular (i.e., athletics, ROTC, intramural opportunities, fine arts, etc.)

3. Research

   Have your students check your computer guidance system and/or library materials to find which schools meet their interests. Then have them write for specific information from the schools they are interested in.

   Encourage them to talk with the following: counselors, teachers, family, alumni and friends as well as visiting admissions officers from their chosen schools.

4. Campus visitation

Encourage your students to visit as many of the schools they have selected as possible. Here are steps for them to follow when planning their campus visits.

a. *Plan in advance.* Records should be sent ahead of time. They should make an appointment with an admissions officer, arrange for campus tours if available and request interviews with faculty representatives from the academic departments they are interested in. They may also wish to meet with the campus placement officials.

b. *Read the available literature.* Make sure they read the catalogue thoroughly before visiting the school. Lack of preparedness in this case may lose the student his or her chances of admission.

c. *Visit the school when in session.* They should try to attend a class or two with the permission of the instructor. Arrange for them to stay overnight if possible so that they may participate in the campus social activities. Also, they should eat in the campus dining facilities. This is all very important in getting a feel for the campus. An admissions officer is frequently of assistance in finding a student host or hostess.

d. *Travel via public transportation.* As this is frequently the means of tranportation that would be used to and from school, students should be aware of the time and cost involved in their travel.

e. *Include parents.* The parents will be interested in the student's choice as well. A useful arrangement for families is often a to provide a simulation of the potential student's first day. Parents should, if possible, bring the student to the campus and attend any tours with them. Parents should be reminded that the student should meet with the admissions officer and department representatives *alone,* at least for a while.

During the campus visit, students should take note of the following: the atmosphere, libraries and other research facilities, departments of interest, student life (dorms, recreation centers, dining facilities, entertainment, health facilities, etc.), classes and extracurricular activities.

5. Admissions interviews

Activities involving simulated admissions interviews are a good preparation for the "real thing." Students should be aware that this form of interviewing varies somewhat from job interviewing. Students will be expected to know their high school's academic standing, academic offerings and extracurricular opportunities. They will be asked about their own school participation. They should expect to be asked some personal questions as well, in particular those pertaining to their rationale for choosing that specific institution, their goals (immediate or long range) and their interests.

6. Application process

The process and requirements vary from institution to institution. Specific guidelines are available in the school's handbook. If a student has additional questions he/she should be encouraged to call or write the admissions office at the schools of their choice.

A NOTE ON ADMISSIONS EVALUATION

Four-year colleges and vocational-technical colleges use similar evaluation processes. Generally, in order of importance, they look at academic record, test scores, ability to communicate (the written portion of the application form and the interview), recommendations, the high school's standing, and extracurricular participation. All of these are very important in the evaluation process. Rank-ordering these measures is, at times, inappropriate. Other considerations these institutions occasionally must face are those of the number of applicants and quotas.

To help your students improve their chances of acceptance, you may wish to encourage them to consider the following steps. They should look at many schools and apply to three, four or more. They should not concern themselves with missing a "first choice." Transferring later on is very common and does not reflect negatively on later records. If students have had work experience or valuable extracurricular experience they should submit a resume with their application. They should visit their preferred choices and arrange for an interview *before* they receive word of acceptance.

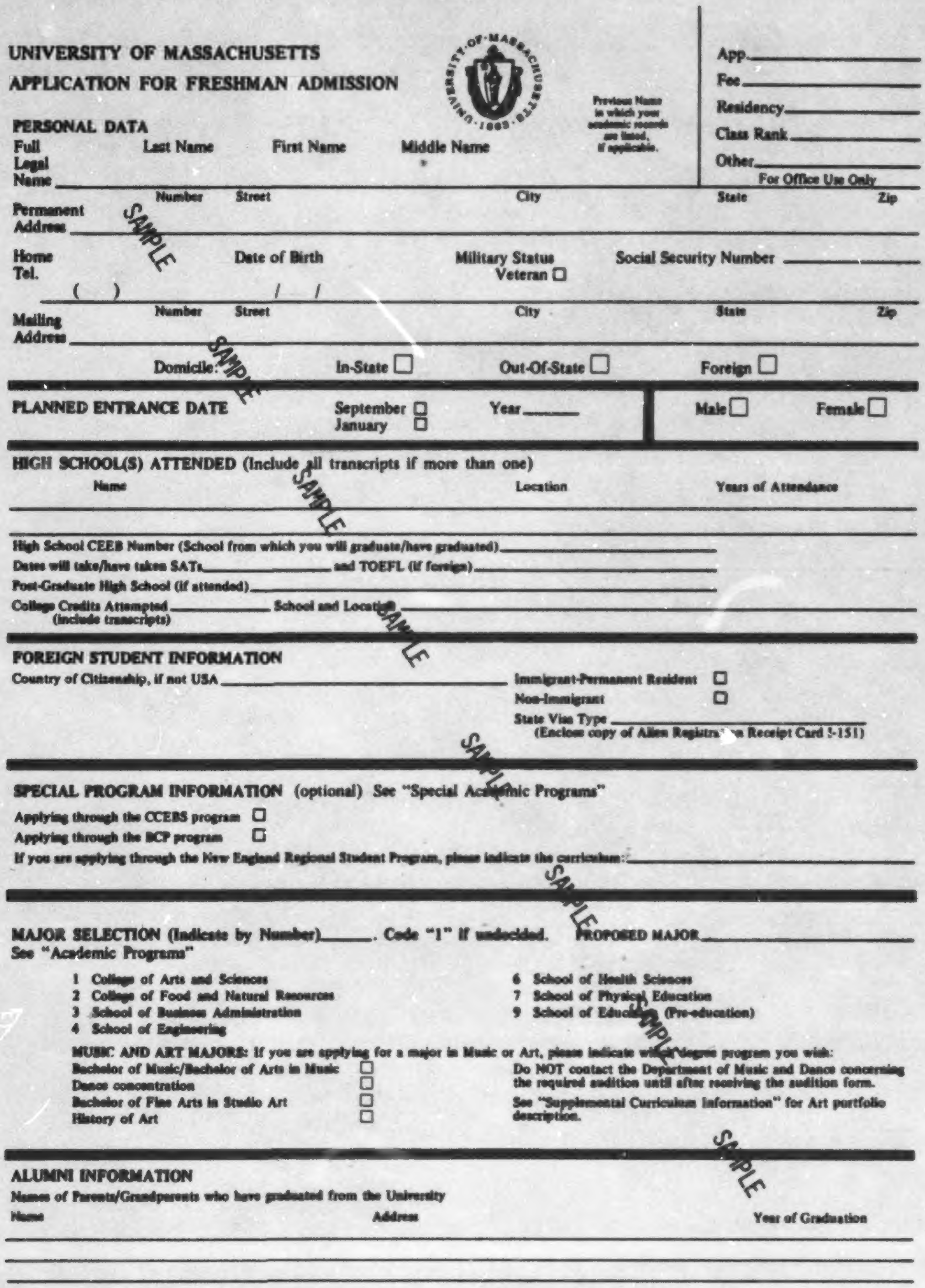
Following is a sample application form from the University of Massachusetts (see Figure VI.32). Students may wish to practice by completing this application.

FINANCIAL AID

Ideally a student's choice of post-secondary institutions should be made on the basis of academic and personal preference rather than on expense. However, with escalating college costs expense must be a consideration. With proper planning, costs for any institution can be met. An early introduction to financial aid allows students the opportunity to select the post-secondary institution of his/her choice by managing the issue of expense.

There are two primary types of financial aid: those based on academic achievement or service (scholarship) and those based on financial need (grants and loans). Because the second type is the more complex and the more common, this section will focus on grants and loans.

Figure VI.32
College Application (Sample)



SAMPLE

UNIVERSITY OF MASSACHUSETTS
APPLICATION FOR FRESHMAN ADMISSION

1863

App.________
Fee________
Residency________
Class Rank________
Other________
For Office Use Only

PERSONAL DATA

Full Legal Name ________ Last Name First Name Middle Name Previous Name in which your academic records are listed, if applicable.

Permanent Address ________ Number Street City State Zip

Home Tel. ( ) Date of Birth / / Military Status Veteran ☐ Social Security Number ________

Mailing Address ________ Number Street City State Zip

Domicile: In-State ☐ Out-Of-State ☐ Foreign ☐

PLANNED ENTRANCE DATE September ☐ January ☐ Year______ Male ☐ Female ☐

HIGH SCHOOL(S) ATTENDED (Include all transcripts if more than one)

Name Location Years of Attendance

High School CEEB Number (School from which you will graduate/have graduated)________
Dates will take/have taken SATs________ and TOEFL (if foreign)________
Post-Graduate High School (if attended)________
College Credits Attempted ________ School and Location ________
(include transcripts)

FOREIGN STUDENT INFORMATION

Country of Citizenship, if not USA ________
Immigrant-Permanent Resident ☐
Non-Immigrant ☐
State Visa Type ________
(Enclose copy of Alien Registration Receipt Card I-151)

SPECIAL PROGRAM INFORMATION (optional) See "Special Academic Programs"

Applying through the CCEBS program ☐
Applying through the BCP program ☐
If you are applying through the New England Regional Student Program, please indicate the curriculum:________

MAJOR SELECTION (Indicate by Number)______. Code "1" if undecided. PROPOSED MAJOR________
See "Academic Programs"

1 College of Arts and Sciences
2 College of Food and Natural Resources
3 School of Business Administration
4 School of Engineering
6 School of Health Sciences
7 School of Physical Education
9 School of Education (Pre-education)

MUSIC AND ART MAJORS: If you are applying for a major in Music or Art, please indicate which degree program you wish:

Bachelor of Music/Bachelor of Arts in Music ☐
Dance concentration ☐
Bachelor of Fine Arts in Studio Art ☐
History of Art ☐

Do NOT contact the Department of Music and Dance concerning the required audition until after receiving the audition form.

See "Supplemental Curriculum Information" for Art portfolio description.

ALUMNI INFORMATION

Names of Parents/Grandparents who have graduated from the University

Name Address Year of Graduation

Figure VI.32 (Cont.)

VETERANS (See "Special Academic Programs")

Branch____________ Home of Record at time of entry on Active Duty____________ (State)

Rank ____________

Date of entry on Active Duty____________ Date of release from Active Duty ____________

SAMPLE

Date SATs taken (or will be taken)________ (SATs must be taken in time for the scores to be on file by the application deadline, even if on Active Duty. High School SAT scores will be accepted, regardless of when taken. Be sure they are recorded on your high school transcript.)

A DD214 must be submitted to be considered for admission under the special program for Massachusetts Veterans. If still on Active Duty, submit a copy when discharged.

SAMPLE

FAMILY DATA

	Father	Mother
Name of Parent or Guardian		
[illegible]		
School or college attended (if UMass, indicate year of graduation)		
Occupation		
Living or deceased		

SAMPLE

SAMPLE

How many brothers do you have? ________

Indicate name and year if attending or attended UMass____________

How many sisters do you have? ________

SAMPLE

Indicate name and year if attending or attended UMass ____________

SAMPLE

MUSIC AND SPEECH EXPERIENCE Optional

While not part of the Admission decision process, for the use of the departments concerned, please answer the following, if applicable:

Piano ________ Years Voice ________ Years Chorus ________ Years

Private Study ________ Years Private Study ________ Years Orchestra ________ Years

S A T B (circle one) Band ________ Years

SAMPLE

Band or Orchestral Instrument:

Instrument ____________ ________ Years Instrument ____________ ________ Years

Private Study ________ Years Private Study ________ Years

Now Playing? Yes ☐ No ☐ Now Playing? Yes ☐ No ☐

Interpretive Reading ________ Years Theatre ________ Years

Debate ________ Years Public Speaking Events ________ Years

If not within last 3 years mark box: ☐

Figure VI.32 (Cont.)

ACTIVITIES AND INTERESTS: Information about the use of your time apart from your studies is helpful to the Admissions staff since we are interested in more than just an applicant's academic achievement.

Secondary School Activities:

SAMPLE

Community Activities:

SAMPLE

Special Honors or Recognition:

SAMPLE

Employment *(include high school and summer jobs):*

SAMPLE

Summer Activities:

SAMPLE

At this time, what occupational goals interest you? *(If not sure, this will not affect the admission decision.)*

SAMPLE

Why?

IF YOU ARE NOT PRESENTLY IN HIGH SCHOOL, please indicate *chronologically* what you have been doing since you left school. All periods of time must be accounted for and documented upon request.
(Applications of individuals not presently in high school will not be processed without completion of this information).

SAMPLE

SAMPLE

Figure VI.32 (Cont.)

SAMPLE

PERSON TO CONTACT IN CASE OF EMERGENCY -- check one:

☐ Parent Name of Person Checked ____________________
☐ Legal Guardian Address ____________________
☐ Relative Home Tel. (   ) ____________ Bus. Tel. (   ) ____________
☐ Other (Specify) ____________________

HEALTH: If you have, or encounter any physical or emotional problems which may affect your health, you may wish to consult the University Health Services concerning the availability of special resources. Such matters are kept strictly confidential and will not become part of your application for admission.

CHECKLIST: In making our admission decisions we must depend on applicants to be sure that all required material and information is submitted and on file by the deadline *and* that the information is accurate. Please be sure that all the records you submit are in the same name. Do not use nicknames or a first initial. If your name changed, your application should note the name in which your academic documents are recorded.

Because of time constraints, it is not always possible to make follow-up contacts requesting missing information. In most cases, however, if material is missing, it will be so noted on the Acknowledgment Card. The University reserves the right to withdraw without notice, any application which is not complete by the deadline.

To help us, and you, please review the Checklist below:

☐ ALL applicable sections of the application have been completed.

Have you indicated a Proposed Major and checked the list of Majors to be sure it is offered and available to Freshmen?

Have you indicated your high school's CEEB number?

Have you indicated the Entrance Date?

Have you signed and dated the application?

☐ Official transcript of all grades of all courses attempted or GED has been enclosed.

☐ Scholastic Aptitude Test scores (SATs) were sent with the transcript *and* are also being sent *from* the College Entrance Examination Board Test Center.

☐ The required $10 or $25 Application Fee was enclosed or is being mailed to us separately with the card provided.

☐ The required Proof of Residency form has been notarized and enclosed.

☐ The Acknowledgment Card has been addressed and a postage stamp affixed.

Thank you for your cooperation.

____________________ Signature

____________________ Date

PROCEDURE

The following diagram (Figure VI.33) should be helpful to you in structuring the financial planning portion of your post-secondary placement program. As illustrated, there are three portions to the project: gathering information, information dissemination and the application process. Information dissemination can be divided into seven parts: introduction, gathering college information, the Basic Education Opportunity Grant (BEOG), state programs, special awards, private loan agencies and other sources.

1. *Gathering Information*

As in all portions of your Career Guidance Program, you must first gather and organize basic information. The College Scholarship Service has dozens of brochures and books, all of which are free or available inexpensively to high schools. You should also contact financial aid offices of post-secondary institutions most commonly selected by your students. Visting admissions officers often carry financial aid information with them and are quite willing to see that you receive the proper information and application forms from their respective schools. Computerized guidance systems carry this information as well.

Probably the best location for this information is in your Career Resource Center. The material can be organized and filed in library fashion for eacy accessibility. If you keep this information with the other career guidance materials, students will more easily recognize financial planning as part of the entire career guidance process:

2. *Information Dissemination*

a. Introduction to Services:

Your students should first be aware that aid is available and costs are based on the ability to pay. The following formula is used for determining grant and loan eligibility.

Expenses associated with institution considered	minus	amount family can afford to pay beyond high school	plus	amount student can contribute	equals NEED

Introduce them to financial planning early. A ninth grader is eligible to file Early Financial Aid Service Forms to the College Scholarship Service (CSS)[1] for consultation. This service will provide the student and his or her parents with financial aid literature, assess and project the family's ability to pay, determine the student's Basic Educational Opportunity Grant (BEOG) eligibility and provide a description of Massachusetts' state assistance programs as well as estimate student need at a number of different types of institutions. Whether the student opts for the CSS service or not, these considerations and familiarity with the literature is very important.

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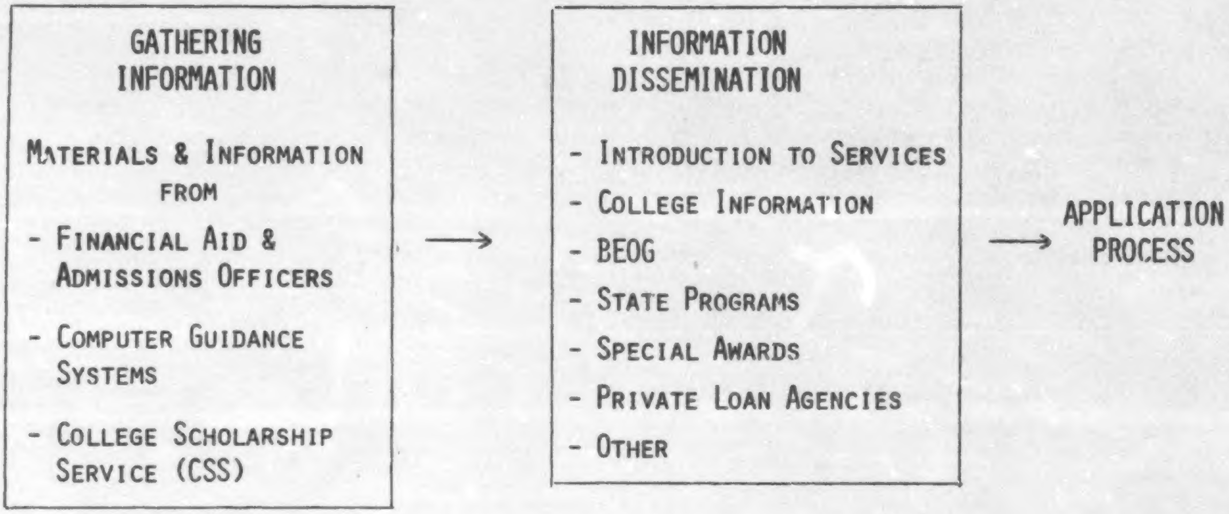
[1] College Scholarship Service is the financial aid branch of the College Entrance Examination Board.

Figure VI.33
The Counselor's Role in the Financial Planning Process


GATHERING INFORMATION
MATERIALS & INFORMATION FROM
- FINANCIAL AID & ADMISSIONS OFFICERS
- COMPUTER GUIDANCE SYSTEMS
- COLLEGE SCHOLARSHIP SERVICE (CSS)
INFORMATION DISSEMINATION
- INTRODUCTION TO SERVICES
- COLLEGE INFORMATION
- BEOG
- STATE PROGRAMS
- SPECIAL AWARDS
- PRIVATE LOAN AGENCIES
- OTHER
APPLICATION PROCESS

You should also acquaint your students with an explanation of those terms most commonly used in financial planning. Figure VI.34 is a glossary which should prove helpful. An introduction to the financial aid information you have gathered, its availability and its value is important as well.

b. Gathering College Information:

The first place for a student to look for financial assistance is from the post-secondary institutions he or she is applying to. Many institutions themselves offer grants and scholarships. Federal aid programs such as the Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), and the National Direct Student Loans (NDSL) are all granted by the institution through its financial aid office.

The SEOG is for students of exceptional financial need who, without the grant, would be unable to continue their education. This grant is awarded to students enrolled at least half-time and supplements an award provided by the institutional equal at least to the amount of the SEOG.

Figure VI.34
Financial Aid Glossary*

A first step toward understanding financial aid is becoming familiar with terms used by the CSS (College Scholarship Service) and others working in student financial aid. These definitions and comments can help counselors answer many of the questions students and their parents ask.

Aid Package: Most institutions award financial aid as a "package," which means that students receive a combination of grant (money that doesn't have to be paid back), loan (to be paid back when the student leaves college), and campus job (sometimes related to a student's field of study). Institutions find they are able to help more students by using the package method. Most institutions try to meet a student's full need, but in some cases a package will meet only part of it. How much of the package is a grant depends on the institution's available funds, its particular aid policies, and the number of students it is trying to assist. Jobs are usually included as part of aid offers, unless students have specific reasons for not being able to work. Some colleges use loans as the major form of self-help or they let students decide which type of self-help they prefer--job or loan. By coordinating various types of aid, colleges can serve the growing number of students who need financial assistance to continue their education.

Award Letter: A notice from a college or other aid sponsor telling a student applicant how much aid is being offered. The letter usually explains how the student's financial need was determined and any conditions attached to the award being offered.

Students should question anything about the award letter that is unclear and be urged to make their decision about which college to attend primarily on educational grounds, not on the basis of a financial award.

Basic Grant Student Eligibility Index: For each student requesting that information submitted on the FAF be forwarded to the Basic Grant program, the CSS will send the data to the primary Basic Grant processor. That processor will prepare and send a Student Eligibility Report to the student. It is on this report that the "Student Eligibility Index" is given. Students can determine from the index number if they are eligible for a Basic Grant.

CSS Secondary School Roster: A list of students that school counselors receive by April that indicates which students have filed FAF's. This roster will be sent only if at least 10 students from the same school have entered the high school code number on the FAF.

Delayed in Processing Report: A notice sent to colleges by the CSS to inform them that FAF's have been held up in processing. FAF's may be delayed because they are incomplete, in which case the CSS must require missing information from the family.

Financial Aid Administrator: The college administrator responsible for awarding student financial aid including the college's aid funds as well as government-sponsored or other programs. The administrator prepares requests for aid funds, allocates them and reports on their expenditure. At many colleges aid administrators can supply special publications that describe the programs they administer. The aid administrator is the best source of information on financial aid and how to apply for it.

* From College Scholarship Service, CEEB, Princeton, New Jersey

Figure VI.34 (Cont.)

Financial Aid Form (FAF): A CSS form for all students (both dependent and self-supporting) to use in applying for financial aid. In many cases, it is the only form that students must file in order to be considered for all types of aid--institutional, state and federal. The FAF collects information about the parents' financial situation as well as comprehensive student financial data.

The processing fee for the FAF is $4.50 for the first institution or aid program listed to receive a copy of the FAF and its analysis from the CSS. Each additional institution listed is $2.25. Families may request for $1 the CSS estimate of their ability to contribute to college expenses. The figure the family receives is only an estimate and can be changed by the institutional aid administrator.

FAF Need Analysis Report (FAFNAR): Each college named by the family to receive a copy of the FAF also receives from the CSS a report on the analysis of the FAF, called FAFNAR - Financial Aid Form Need Analysis Report. This report provides institutions with an estimate of the parents' contribution (the amount parents might reasonably be expected to pay toward their child's education) and gives information about the student's ability to pay for educational expenses.

Parents should use the blank space provided on the FAF to explain unusual circumstances that might not be fully reflected in the income and expense figures. The CSS urges financial aid administrators to review the FAF and the need analysis report and to adjust the estimated family contribution if there are special family circumstances that are not accounted for in the standard analysis done by the CSS.

Need Analysis: The method by which the CSS determines how much a family can reasonably be expected to pay toward a student's post-secondary education. The student's financial need is determined by subtracting what the family can pay from the total educational expenses.

Need analysis is based on the assumption that parents and students have the major responsibility to pay college costs to the extent that they are able.

Need Analysis Services: A means by which colleges and others that award financial aid obtain a standard and consistent evaluation of a family's ability to contribute to college costs. The oldest and most widely used provider of need analysis services is the College Scholarship Service which uses the Financial Aid Form as its collection document.

Student Expenses: The total cost that a student will have during a year of post-secondary education. These expenses include tuition and fees, books and supplies, room and board, personal expenses, and transportation. Determining total educational expenses is important in estimating financial need because a student's need changes depending on the cost of the college. General information about educational expenses is published each year in *Student Expenses at Post-Secondary Institutions*. Specific information is available from each institution.

Summer Earnings: Colleges assume that students can apply part of their summer earnings toward college costs. Adjustments are sometimes made if students are unable to find employment or if they are required to use their income to help support their family. Here are examples of expected savings from summer earnings:

First year	$500
Second year	600
Third year	700
Fourth year	700

Figure VI.34 (Cont.)

Supplementary Information Request (SIR): The form the CSS sends to filers of the FAF whenever additional information is needed to complete the analysis. The FAF processing is held up until the CSS receives the missing information. Students and their parents should be urged to give complete information on the FAF so that it will not be necessary for the CSS to send the family a SIR.

CWS provides jobs for students with financial need. Only students enrolled at least half time may apply. The institution arranges jobs on or off campus with public or private non-profit agencies and a student can work as much as forty hours a week. Financial need, class schedule, health and academic progress are all considered in determining the CWS award.

The NDSL is also for students enrolled at least half time. The amount a student is eligible to borrow increases as the student progresses in his or her program. Repayment does not begin until nine months after the student leaves school and the student is allowed up to ten years to repay the loan. Interest is low (3 per cent) and a payment suspension is available for students entering the Armed Forces, Peace Corps, VISTA or graduate education. Loan cancellation is also available for borrowers entering certain fields of teaching and specified military duty.

c. *The BEOG:*

The Basic Educational Opportunity Grants (BEOG or Basic Grants) is an opportunity somewhat different from those above. Again, students enrolled at least half time are eligible. A separate form is used for these grants. The amount of the award is based on a determination of eligibility and cost of attendance at the school and notification of eligibility of the BEOG is sent to the students six weeks after application. It is the student's responsibility to notify his/her post-secondary institutions of the award.

d. *State Programs:*

The Commonwealth will offer certain grant and loan programs. Up-to-date information is available from your Regional Education Center.

You should be sure to know which programs are available, to whom they are available, what stipulations there are on a student's enrollment (part-time, full-time), the average and maximum amounts of the awards, what forms are necessary, deadlines, institutional restrictions (only in-state schools, etc.) and any requirements necessary to maintain eligibility (i.e., grade point average, etc.).

e. *Special Awards:*

Scholarships may also be available for academic achievement, ethnic or racial heritage, community activities, special hobbies or interests, parents employment, organizational membership, artistic talent, athletic ability, and career plans or field of study. Students should contact civic groups, community agencies, foundations, corporations, unions, religious organizations, clubs, cultural groups and the institutions to which they are applying.

f. *Private Loan Agencies:*

Encourage your students to contact banks, savings and loan associations, and credit unions to gather information about their programs. Many of these offer loan plans for eligible students.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from lenders in order to finance their educational expenses. While most of these loans are made by commercial agencies, some states and educational institutions also offer this program. Eligibility for these loans are for students already enrolled in post-secondary institutions and making satisfactory progress. However, students accepted for enrollment at least half time are also eligible. The interest rate is low (7 per cent) and the federal government pays the interest for the student until he/she can begin repayment.

g. *Other Options:*

Other options may also be available for students. Some are eligible for veteran's benefits or Social Security. You should have them check with those agencies if they have any question about eligibility and/or the application process.

3. *The Application Process*

The Financial Aid Form (FAF) takes the place of the Parents' and Students' Confidential Statement. This form will be required for most of the applications students will be making. A copy of the form (Figure VI.35) and an example of how it is filled out follows.

Make sure your students file this form (the BEOG) and that they contact the post-secondary institutions of their choice to find out which other forms may be necessary. Applications should be filed early in their senior year.

CONCLUSION

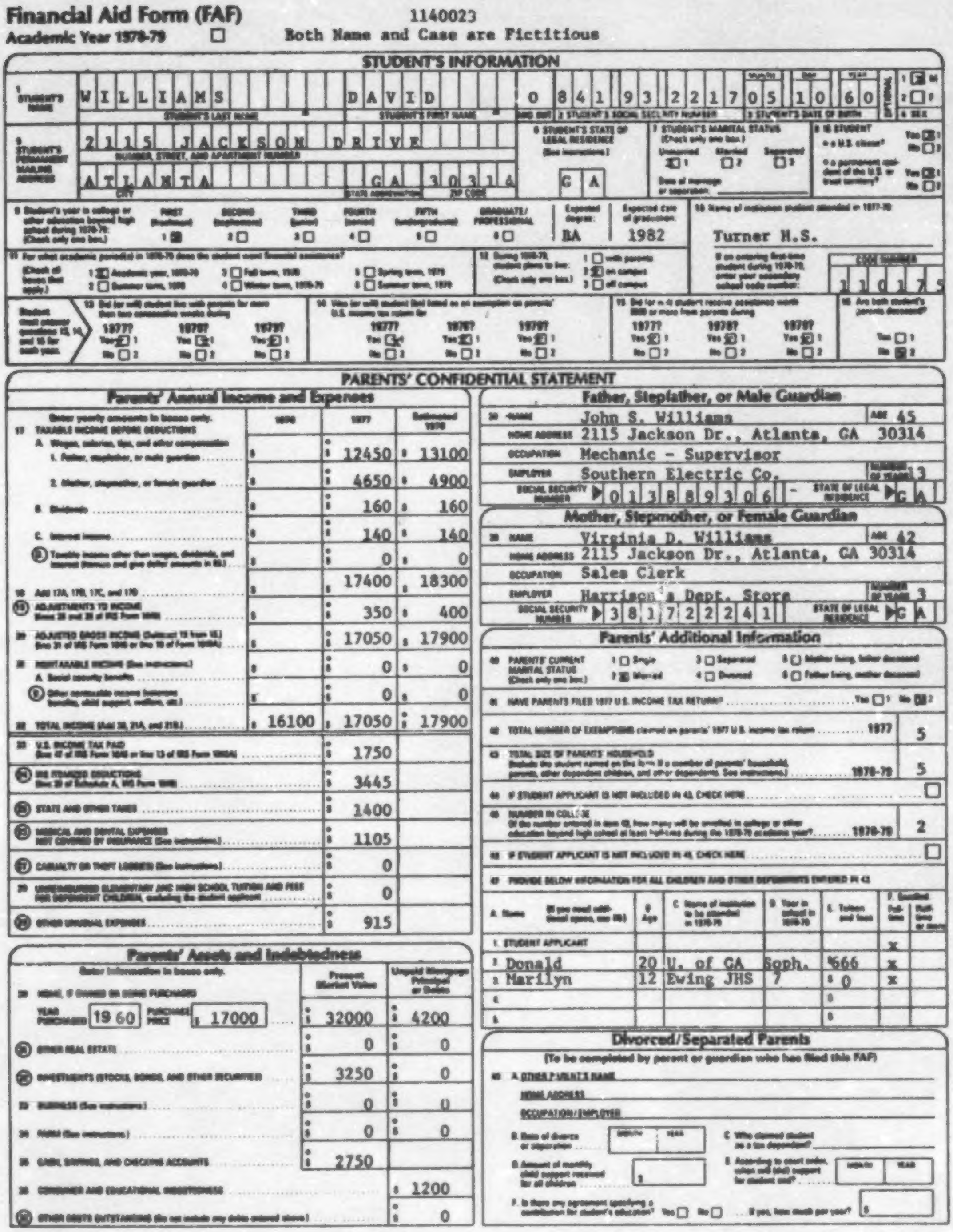
The best start for college placement and financial aid for your students is an early one. Acquaintance with the literature and understanding of the terms facilitates the process.

The references and resources section should be helpful to you in gathering and presenting your college placement and financial planning information. More information is available from your Regional Education Center.

Although this section is included at the end of the Handbook, it is by no means the end of career guidance. All of these sections interlock. You will find that a thorough evaluation of your program will require you to follow up on those students furthering their education. Future planning for your program will be facilitated by this information. Recent graduates will prove very helpful to you as human resources for your Career Guidance Directory and can be very helpful in discussing post-secondary placement plans with your students.

So, now you return to the beginning. The Discovering, Deciding and Developing process is cyclical; yet, each year you will find your program expanding and improving.

Figure VI.35
Financial Aid Form (Sample)



Financial Aid Form (FAF)
Academic Year 1978-79 ☐

1140023

Both Name and Case are Fictitious

STUDENT'S INFORMATION

1 STUDENT'S NAME: WILLIAMS DAVID
2 STUDENT'S SOCIAL SECURITY NUMBER: 0 841 93 2217
3 STUDENT'S DATE OF BIRTH: 05 10 60
4 SEX: 1 ☒ M 2 ☐ F
5 STUDENT'S PERMANENT MAILING ADDRESS: 2115 JACKSON DRIVE
ATLANTA GA 30314
6 STUDENT'S STATE OF LEGAL RESIDENCE: GA
7 STUDENT'S MARITAL STATUS: Unmarried ☒ 1 Married ☐ 2 Separated ☐ 3
8 IS STUDENT a U.S. citizen? Yes ☒ 1 No ☐ 2; a permanent resident of the U.S. or trust territory? Yes ☒ 1 No ☐ 2
9 Student's year in college: FIRST 1 ☒ SECOND 2 ☐ THIRD 3 ☐ FOURTH 4 ☐ FIFTH 5 ☐ GRADUATE/PROFESSIONAL 6 ☐
Expected degree: BA
Expected date of graduation: 1982
10 Turner H.S.
CODE NUMBER: 110175
11 1 ☒ Academic year 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
12 1 ☐ with parents 2 ☒ on campus 3 ☐ off campus

	1977?	1978?	1979?
13	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2
14	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2
15	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2	Yes ☒ 1 No ☐ 2

16 Are both student's parents deceased? Yes ☐ 1 No ☒ 2

PARENTS' CONFIDENTIAL STATEMENT

Parents' Annual Income and Expenses

	1976	1977	Estimated 1978
17 TAXABLE INCOME BEFORE DEDUCTIONS A. 1. Father, stepfather, or male guardian	$	$ 12450	$ 13100
2. Mother, stepmother, or female guardian	$	$ 4650	$ 4900
B. Dividends	$	$ 160	$ 160
C. Interest income	$	$ 140	$ 140
D.	$	$ 0	$ 0
18 Add 17A, 17B, 17C, and 17D	$	$ 17400	$ 18300
19 ADJUSTMENTS TO INCOME	$	$ 350	$ 400
20 ADJUSTED GROSS INCOME	$	$ 17050	$ 17900
21 NONTAXABLE INCOME A. Social security benefits	$	$ 0	$ 0
B.	$	$ 0	$ 0
22 TOTAL INCOME	$ 16100	$ 17050	$ 17900
23 U.S. INCOME TAX PAID		$ 1750	
24		$ 3445	
25 STATE AND OTHER TAXES		$ 1400	
26 MEDICAL AND DENTAL EXPENSES		$ 1105	
27		$ 0	
28		$ 0	
29 OTHER UNUSUAL EXPENSES		$ 915	

Parents' Assets and Indebtedness

	Present Market Value	Unpaid Mortgage Principal or Debts
30 HOME: YEAR PURCHASED 19 60 PURCHASE PRICE $ 17000	$ 32000	$ 4200
31 OTHER REAL ESTATE	$ 0	$ 0
32 INVESTMENTS	$ 3250	$ 0
33 BUSINESS	$ 0	$ 0
34 FARM	$ 0	$ 0
35 CASH, SAVINGS, AND CHECKING ACCOUNTS	$ 2750	
36		$ 1200
37 OTHER DEBTS OUTSTANDING		$ 0

Father, Stepfather, or Male Guardian

38 NAME: John S. Williams AGE: 45
HOME ADDRESS: 2115 Jackson Dr., Atlanta, GA 30314
OCCUPATION: Mechanic - Supervisor
EMPLOYER: Southern Electric Co. NUMBER OF YEARS: 13
SOCIAL SECURITY NUMBER: 013889306 STATE OF LEGAL RESIDENCE: GA

Mother, Stepmother, or Female Guardian

39 NAME: Virginia D. Williams AGE: 42
HOME ADDRESS: 2115 Jackson Dr., Atlanta, GA 30314
OCCUPATION: Sales Clerk
EMPLOYER: Harrison's Dept. Store NUMBER OF YEARS: 3
SOCIAL SECURITY NUMBER: 381722241 STATE OF LEGAL RESIDENCE: GA

Parents' Additional Information

40 PARENTS' CURRENT MARITAL STATUS (Check only one box.) 1 ☐ Single 2 ☒ Married 3 ☐ Separated 4 ☐ Divorced 5 ☐ 6 ☐
41 HAVE PARENTS FILED 1977 U.S. INCOME TAX RETURN? Yes ☐ 1 No ☒ 2
42 TOTAL NUMBER OF EXEMPTIONS 1977: 5
43 TOTAL SIZE OF PARENTS' HOUSEHOLD 1978-79: 5
44 IF STUDENT APPLICANT IS NOT INCLUDED IN 43, CHECK HERE ☐
45 NUMBER IN COLLEGE 1978-79: 2
46 IF STUDENT APPLICANT IS NOT INCLUDED IN 45, CHECK HERE ☐
47 PROVIDE BELOW INFORMATION FOR ALL CHILDREN AND OTHER DEPENDENTS ENTERED IN 43

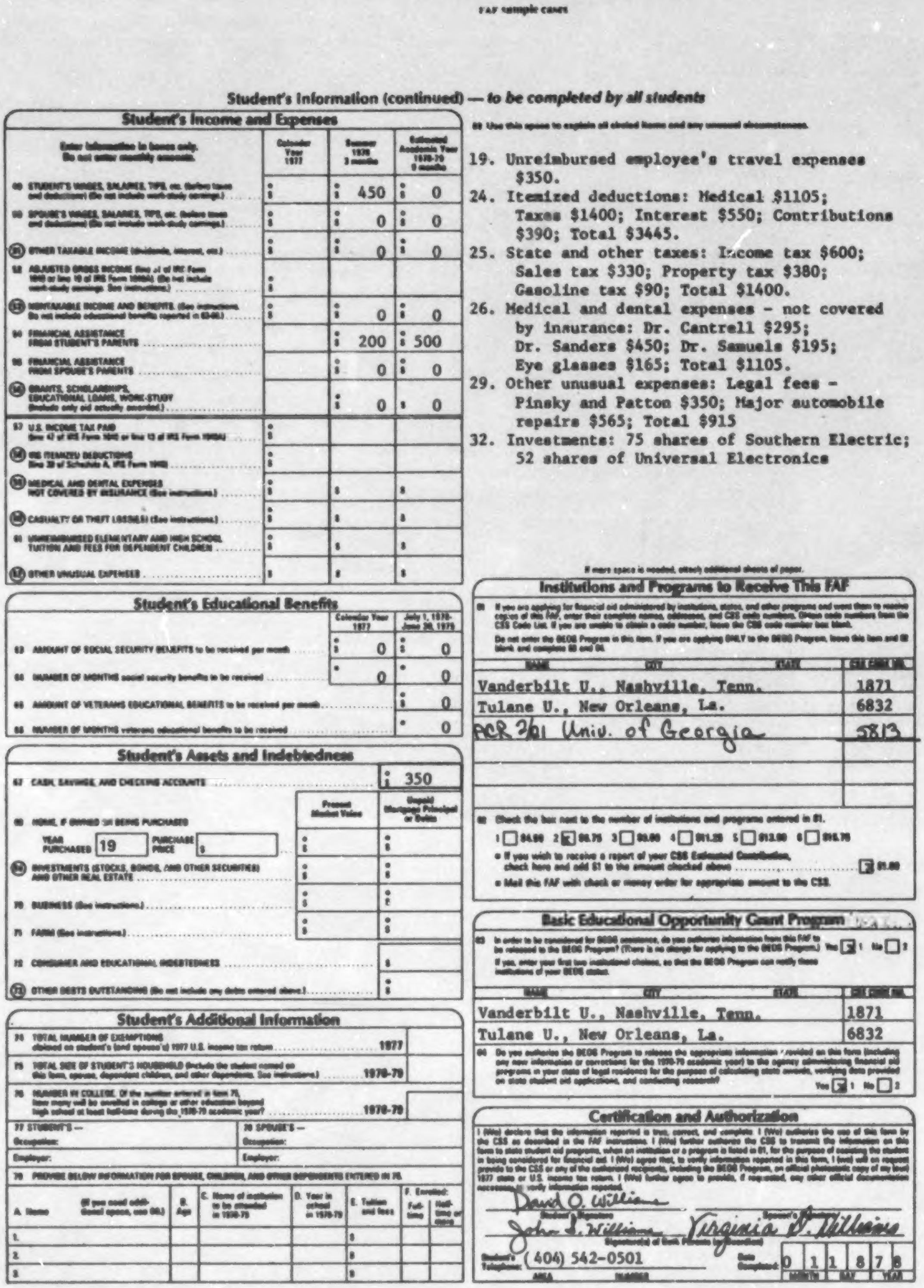
A. Name	B. Age	C.	D.	E. Tuition and fees	F. Full-time	Half-time
1. STUDENT APPLICANT					x	
2 Donald	20	U. of GA	Soph.	$666	x	
3 Marilyn	12	Ewing JHS	7	$ 0	x	
4				$		
5				$		

Divorced/Separated Parents

(To be completed by parent or guardian who has filed this FAF)

48 A. OTHER PARENT'S NAME
HOME ADDRESS
OCCUPATION/EMPLOYER
B. ☐ C. ☐ D. $ E. ☐
F. Yes ☐ No ☐ $

Figure VI.35 (Cont.)



FAF sample cases

Student's Information (continued) — *to be completed by all students*

Student's Income and Expenses

Enter information in boxes only. Do not enter monthly amounts.	Calendar Year 1977	Summer 1978 3 months	Estimated Academic Year 1978-79 9 months
49 STUDENT'S WAGES, SALARIES, TIPS, etc. (before taxes and deductions) (Do not include work-study earnings.)	$	$ 450	$ 0
50 SPOUSE'S WAGES, SALARIES, TIPS, etc. (before taxes and deductions) (Do not include work-study earnings.)	$	$ 0	$ 0
(51) OTHER TAXABLE INCOME (dividends, interest, etc.)	$	$ 0	$ 0
52 ADJUSTED GROSS INCOME (line 31 of IRS Form 1040 or line 10 of IRS Form 1040A) (Do not include work-study earnings. See instructions.)	$		
(53) NONTAXABLE INCOME AND BENEFITS. (See instructions. Do not include educational benefits reported in 63-66.)	$	$ 0	$ 0
54 FINANCIAL ASSISTANCE FROM STUDENT'S PARENTS		$ 200	$ 500
55 FINANCIAL ASSISTANCE FROM SPOUSE'S PARENTS		$ 0	$ 0
(56) GRANTS, SCHOLARSHIPS, EDUCATIONAL LOANS, WORK-STUDY (Include only aid actually awarded.)		$ 0	$ 0
57 U.S. INCOME TAX PAID (line 47 of IRS Form 1040 or line 13 of IRS Form 1040A)	$		
(58) IRS ITEMIZED DEDUCTIONS (line 39 of Schedule A, IRS Form 1040)	$		
(59) MEDICAL AND DENTAL EXPENSES NOT COVERED BY INSURANCE (See instructions.)	$	$	$
(60) CASUALTY OR THEFT LOSS(ES) (See instructions.)	$	$	$
61 UNREIMBURSED ELEMENTARY AND HIGH SCHOOL TUITION AND FEES FOR DEPENDENT CHILDREN	$	$	$
(62) OTHER UNUSUAL EXPENSES	$	$	$

Student's Educational Benefits

	Calendar Year 1977	July 1, 1978-June 30, 1979
63 AMOUNT OF SOCIAL SECURITY BENEFITS to be received per month	$ 0	$ 0
64 NUMBER OF MONTHS social security benefits to be received	0	0
65 AMOUNT OF VETERANS EDUCATIONAL BENEFITS to be received per month		$ 0
66 NUMBER OF MONTHS veterans educational benefits to be received		0

Student's Assets and Indebtedness

	Present Market Value	Unpaid Mortgage Principal or Debts
67 CASH, SAVINGS, AND CHECKING ACCOUNTS		$ 350
68 HOME, IF OWNED OR BEING PURCHASED — YEAR PURCHASED 19 — PURCHASE PRICE $	$	$
(69) INVESTMENTS (STOCKS, BONDS, AND OTHER SECURITIES) AND OTHER REAL ESTATE	$	$
70 BUSINESS (See instructions.)	$	$
71 FARM (See instructions.)	$	$
72 CONSUMER AND EDUCATIONAL INDEBTEDNESS		$
(73) OTHER DEBTS OUTSTANDING (Do not include any debts entered above.)		$

Student's Additional Information

74 TOTAL NUMBER OF EXEMPTIONS claimed on student's (and spouse's) 1977 U.S. income tax return	1977	
75 TOTAL SIZE OF STUDENT'S HOUSEHOLD (Include the student named on this form, spouse, dependent children, and other dependents. See instructions.)	1978-79	
76 NUMBER IN COLLEGE. Of the number entered in item 75, how many will be enrolled in college or other education beyond high school at least half-time during the 1978-79 academic year?	1978-79	

77 STUDENT'S —
Occupation:
Employer:

78 SPOUSE'S —
Occupation:
Employer:

79 PROVIDE BELOW INFORMATION FOR SPOUSE, CHILDREN, AND OTHER DEPENDENTS ENTERED IN 75.

A. Name (If you need additional space, use 80.)	B. Age	C. Name of institution to be attended in 1978-79	D. Year in school in 1978-79	E. Tuition and fees	F. Enrolled: Full-time	Half-time or more
1.				$		
2.				$		
3.				$		

80 Use this space to explain all circled items and any unusual circumstances.

19. Unreimbursed employee's travel expenses $350.
24. Itemized deductions: Medical $1105; Taxes $1400; Interest $550; Contributions $390; Total $3445.
25. State and other taxes: Income tax $600; Sales tax $330; Property tax $380; Gasoline tax $90; Total $1400.
26. Medical and dental expenses - not covered by insurance: Dr. Cantrell $295; Dr. Sanders $450; Dr. Samuels $195; Eye glasses $165; Total $1105.
29. Other unusual expenses: Legal fees - Pinsky and Patton $350; Major automobile repairs $565; Total $915
32. Investments: 75 shares of Southern Electric; 52 shares of Universal Electronics

If more space is needed, attach additional sheets of paper.

Institutions and Programs to Receive This FAF

81 If you are applying for financial aid administered by institutions, states, and other programs and want them to receive copies of this FAF, enter their complete names, addresses, and CSS code numbers. Obtain code numbers from the CSS Code List. If you are unable to obtain a code number, leave the CSS code number box blank.

Do not enter the BEOG Program in this item. If you are applying ONLY to the BEOG Program, leave this item and 82 blank and complete 83 and 84.

NAME CITY STATE	CSS CODE NO.
Vanderbilt U., Nashville, Tenn.	1871
Tulane U., New Orleans, La.	6832
ACR 2/81 Univ. of Georgia	5813

82 Check the box next to the number of institutions and programs entered in 81.

1 ☐ $4.50 2 ☒ $6.75 3 ☐ $9.00 4 ☐ $11.25 5 ☐ $13.50 6 ☐ $15.75

- If you wish to receive a report of your CSS Estimated Contribution, check here and add $1 to the amount checked above ☒ $1.00
- Mail this FAF with check or money order for appropriate amount to the CSS.

Basic Educational Opportunity Grant Program

83 In order to be considered for BEOG assistance, do you authorize information from this FAF to be released to the BEOG Program? (There is no charge for applying to the BEOG Program.) Yes ☒ 1 No ☐ 2

If yes, enter your first two institutional choices, so that the BEOG Program can notify these institutions of your BEOG status.

NAME CITY STATE	CSS CODE NO.
Vanderbilt U., Nashville, Tenn.	1871
Tulane U., New Orleans, La.	6832

84 Do you authorize the BEOG Program to release the appropriate information provided on this form (including any new information or corrections for the 1978-79 academic year) to the agency administering financial aid programs in your state of legal residence for the purpose of calculating state awards, verifying data provided on state student aid applications, and conducting research? Yes ☒ 1 No ☐ 2

Certification and Authorization

David O. Williams
Student's Signature
Spouse's Signature

John S. Williams Virginia D. Williams
Signature(s) of Both Parents (if applicable)

Student's Telephone: (404) 542-0501
AREA NUMBER

Date Completed: 0 1 | 1 8 | 7 8
MONTH DAY YEAR

REFERENCES AND RESOURCES

For information on Basic Grants call toll free:
(800) 638-6700
or write: P. O. Box 64, Washington, D. C. 20004

For FAF or FAS forms write:
(FAF) College Scholarships Service
Box 176, Princeton, New Jersey 08540
or (FAS) ACT Student Assistance Program
2201 North Dodge Street
Box 1000
Iowa City, Iowa 52240
or contact your Massachusetts Regional Education Center

Bolles, Richard Nelson. *What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.* Berkeley, Cal.: Ten Speed Press, 1977.

Cartter, Allan M., Chairman. *New Approaches to Student Financial Aid: Report of the Panel on Student Financial Need Analysis.* Princeton, N. J.: CEEB Publications, 1971.

Cohen, Marjorie Adoff. *Whole World Handbook: A Student Guide to Work, Study and Travel Abroad.* New York: Council on International and Educational Exchange and Frommer/Pasmantier Publishing Corporation, 1976.

College Admissions Assistance Center
888 Seventh Avenue
New York, New York 10019

The College Handbook Index of Majors. New York: CEEB, 1977.

College Placement and Credit by Examination, 1975: Advanced Placement Program and College-Level Examination Program. New York: CEEB, 1975.

CSS Need Analysis: Theory and Computation Procedures for the 1978-79 FAF. New York: CEEB, 1977.

Explaining Financial Aid to Students and Parents. New York: CEEB, 1977.

Furniss, W. Todd (Ed.). *American Universities and Colleges.* Washington, D. C.: American Council on Education, 1973.

Garraty, John A.; Adams, Walter; Taylor, Cyril J. *The New Guide to Study Abroad.* New York: Harper and Row, 1976.

Gladstone, Kathleen and Hoffman, Elizabeth. *Financial Aid for Colleges Through Scholarships and Loans (FACTS).* New York: CEEB, n.d.

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Lever, William E. *How to Obtain Money for College; A Complete Guide to the Sources of Financial Aid for Education.* New York: ARCO Publishing Company, 1977.

Meeting College Costs. New York: CEEB, 1977.

Mitchell, Joyce Slayton. *I Can Be Anything: Careers and Colleges for Young Women.* New York: CEEB, 1975.

National Association of College Admissions Counselors
9933 Lawler Avenue
Skokie, Illinois 60076

Nyquist, Ewald B., Arbolino, Jack N. and Hawes, Gene R. *College Learning Anytime, Anywhere.* New York; Harcourt Brace Jovanovich, 1977.

Rice, Lois. *Student Loans: Problems and Policy Alternatives.* Princeton, New Jersey: CEEB Publishing, 1977.

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Suchar, Elizabeth W., Ivens, Stephen H. and Jacobson, Edmund L. *Student Expenses at Post-Secondary Institutions 1978-79.* New York: CEEB, 1978.

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